

Inspection report for early years provision

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Inspection date	10/04/2011
Inspector	Pauline Pinnegar
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder was registered in 2009. She lives with her husband and two children aged nine and 13 years and one adult child. They live in the residential area of Jarrow in South Tyneside. The whole of the ground floor and the bathroom on the first floor of the childminder's home are used for childminding. The childminder cares for children each weekday from 7am to 6pm for 48 weeks of the year. The family has a tortoise and a dog as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding two children in this age group. The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The childminder is available to collect children from the local school and attend local toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and at ease in the childminder's care. They play in a homely environment where they are valued, respected and benefit from care that suitably meets their individual needs. The childminder provides an appropriate range of stimulating activities which mostly cover all areas of learning, and systems for observations and assessments are developing. All the required documentation and procedures are in place to promote the safe and effective management of the setting. Secure, friendly partnerships exist with parents. However, opportunities for them to be fully involved in the children's learning are not fully effective. The childminder is beginning to establish suitable systems for self-evaluation to enable her to monitor her service and identify clear targets for future development, helping to ensure continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop procedures to ensure that identified next steps in children's learning are implemented into planning, matching the observations to the expectations of the early learning goals
- involve parents as part of the ongoing observation and assessment process and for them to contribute to their child's learning and development record
- further support children in developing the knowledge, skills and understanding that help them make sense of the world particularly in relation to exploration and investigation of their natural environment and about other people's cultures in a diverse society.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding issues. There are effective vetting procedures which ensure that all adults living on the premises or having contact with children are suitable to do so. For example, all adults hold relevant checks and clearances. The childminder ensures her knowledge and understanding is kept fully up-to-date by attending training events such as safeguarding and first aid training. She is confident to report any child protection concerns following the Local Safeguarding Children Board guidelines. This is supported by a detailed written policy which includes procedures to follow should she have a concern. The childminder conducts effective risk assessments that ensure all potential hazards to children are effectively minimised both indoors and outdoors and for all outings. Well written policies and good organisation of daily documentation also contribute toward the safe, effective management of the provision and children's wellbeing.

Equality and diversity are suitably promoted. For example, children are encouraged to try out the full range of available activities and play equipment. A suitable range of resources is available which depict positive images of diversity, for example, such as dolls and books. However, this is not extended into activity planning to enable children to fully explore differences in a diverse society. The childminder has a range of written policies in place which she shares with parents. She is very caring, providing plenty of individual support which is reflected in children's happiness, confidence and strong sense of belonging. Space within the childminder's home is suitably organised to provide children with a homely welcoming environment where they can learn, relax and have fun. A suitable range of good quality resources are available to children and these are mostly stored at a low level, enabling children to make independent choices. A general selection is put out for children to play with and this is reviewed and changed by the childminder to reflect children's changing needs and interests. The childminder formally reviews her practice using her own self-evaluation record which is linked to 'Every Child Matters'. These systems enable her to identify her priorities for improvement for example, such as ongoing training. She seeks views from others including her local authority support officer and parents. Consequently, methods to improve outcomes for children are effective. The actions and recommendations made at the last inspection have been implemented and have improved the quality of care and safety provided for the children, and she has attended several training courses relating to the Early Years Foundation Stage.

The childminder ensures that parents are informed about her setting as they receive copies of all relevant policies and procedures. She implements appropriate systems for the exchange of verbal information about the children's learning and care. However, parents, as yet, are not actively encouraged to contribute to their child's learning and development record to assist planning for their ongoing development. Parent's comment positively on the service they receive, they report that 'I have total confidence in the safety and wellbeing of my child when being looked after by the childminder who is caring and trustworthy'. No children attend any other settings, however, the childminder demonstrates a positive attitude

towards working with other organisations to ensure that children's individual needs are met.

The quality and standards of the early years provision and outcomes for children

Children are happy and settled in the childminder's care. She is caring and affectionate with them and they happily come to her for support and cuddles. They play in a safe and suitable environment where consistent hygiene routines promote their good health. This is further promoted by a balanced and nutritious menu, regular drinks and snacks of fresh fruit. Children do not attend if they are sick, which enables the childminder to protect others from illness. Relevant documentation with regard to health, including specific dietary needs and consent forms, is in place and up-to-date. This positively safeguards children's wellbeing. Flexible plans ensure that most areas of learning are covered and children take part in a suitable range of indoor and outdoor activities. This includes attending local community groups, and going for walks to the park and the beach. This provides children opportunities to socialise with others and helps them to begin to learn about their local community. However, opportunities to help them to learn and understand about the wider world, including exploration and investigation, and access appropriate technology and programmable toys are limited. Children enjoy looking at books. They sit independently and 'read' stories out loud or sit next to the childminder looking at their current favourites. The childminder interacts well with the children. She listens and responds to what they have to say and this shows them that they are valued. During everyday play and conversation she asks questions that encourage children to think and learn. For example, they identify the different shapes and colours as they play with shape sorters. Children begin to explore letters and sounds as they play with magnetic letters and identify letters associated with their name.

The children are making suitable progress in their learning and development as the childminder has a sound understanding of the learning and development requirements of the Early Years Foundation Stage. They benefit from individual books which include photographs and observations which are linked to the areas of learning. However, the children's identified next steps are not used rigorously to plan personalised learning for each child and do not link to the early learning goals in order to track children's progress effectively and to ensure they are effectively challenged. Children behave well because the childminder sets realistic expectations and rules for them to follow. Consequently, all children are happy and settled in her care. She praises and encourages positive behaviour and enthusiastically celebrates children's achievements helping to promote their self-esteem and confidence. Children develop a good understanding of keeping themselves safe, such as how to cross the road safely and how to evacuate the premises in an emergency. Children especially enjoy mark making and drawing pictures. They easily identify all the primary colours and remark that their picture 'looks like a map'. They thoroughly enjoy being creative with a range of collage materials using 'sparkly' pipe cleaners and different paper and materials. In addition, the childminder successfully supports children in developing skills for the

future as they are encouraged to develop independence and learn to share, take turns and cooperate during attendance at community groups.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met