

Inspection report for early years provision

Unique reference number	EY396029
Inspection date	03/02/2010
Inspector	Shirley Peart
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 has been registered since September 2009. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Felling, Gateshead with her husband and children aged 11 and six years. The home is accessible by some stone steps. The ground floor of the home which includes a bathroom and a front and rear play area is used for childminding.

The childminder is registered to take a maximum of five children. There are currently two children attending who are within the Early Years Foundation Stage (EYFS) age group.

She is a member of the National Childminding Association. There is a pet cat on the premises.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder knows the children very well, provides a highly enabling environment and she works successfully in partnership with parents. Therefore, children's individual needs are very well met. She has a very good understanding of the Early Years Foundation Stage and uses this in practice effectively so that children make very good progress. Most welfare requirements are met. The childminder reviews and reflects on her practice well so that she identifies areas for improvement and promotes good outcomes for children, although written self-evaluation is still in the early stages.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain written parental consent to the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 03/03/2010
- expand the outings risk assessment to ensure that each type of outing is included (Safeguarding and promoting children's welfare). 03/03/2010

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

- continue to use self-evaluation to review and reflect on practice, so that ways to improve the quality of the care, learning and development are identified.

The effectiveness of leadership and management of the early years provision

All adults in the household are vetted, the childminder is well aware of what to do if she has concerns about a child's welfare, and all emergency numbers are readily available. Documentation regarding accident, attendance and medication administration is in place, although the childminder has not yet obtained written parental consent for emergency medical treatment, which is a requirement. However, she holds a valid first aid certificate and demonstrates a good understanding of what to do if children have an accident or become ill. Therefore, children are effectively safeguarded. She has not had any complaints from parents but is aware of what to do in this instance. Risks are minimised within the home and the childminder has completed suitable written risk assessments on each room and outdoor areas, which parents have signed. She has a general risk assessment for outings which covers relevant issues; however, this does not cover each type of outing that children may go on, which is a requirement. The childminder has a professional approach to her childminding career. She attends regular training so that she is up to date with current childcare and health and safety practices. She has relevant experience of working outside of the home in childcare; therefore, she is competent in caring for young children. Although she has not yet completed her self-evaluation she has made a start with it and has already made improvements since her registration. The childminder is also very clear about areas she still wishes to develop to benefit the children's care, learning and development.

She organises her resources and premises extremely well so that children play in a very child-friendly, bright and cheerful environment where the six areas of learning are effectively promoted. Children access the toys easily. Their sensory and creative development is promoted very well as they use dry pasta and metal pans and have access to natural and real items in the heuristic play box. She also provides objects made from recyclable materials, under supervision, such as shakers made from plastic bottles and filled with coloured sticks, which ensures that she makes full use of recyclable items, which helps children to understand that these things can be useful. She provides a welcoming, inclusive environment where no child is discriminated against and she has a positive attitude to providing care and effective learning opportunities for children with special educational needs and/or disabilities.

Parents are provided with very professional documents and good information before they decide to take up a place, which gives them a very good insight into the care that is offered. As well as completing all relevant documents with parents, the childminder talks to them about their child's routines and interests and completes a written daily diary sheet on their child's day. Parents also ask for her advice and guidance on childcare issues, which shows that they work together well to ensure that children's individual needs are well met. There are currently no children attending who receive education and care in more than one setting. However, the childminder shows a satisfactory understanding of the benefits of sharing relevant information with other practitioners to ensure continuity and coherence.

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

The childminder demonstrates a very good understanding of where each child is at in their development, what they enjoy doing and the differences between them, so that she treats each one as a unique individual. She provides a stimulating, varied week for the children where they attend 'Stay and Play' sessions at the local Sure Start centre; they go to 'cookery' classes at the local community centre, attend regular toddler groups, soft play sessions and undertake planned visits where they travel on the metro train. At home she provides an excellent range of toys and activities, therefore, children's development throughout the six areas of learning is promoted very well. She records their development and progress by completing short written observations, then matching them to the areas of learning for their age and stage of development using the Early Years Foundation Stage practice guidance effectively.

Children love to be with the childminder. They are very happy, animated and engrossed in their play. They love to fill the pots up with dry pasta and put it in the play oven as they pretend to cook. They make single and two-word utterances as they play and are starting to use numbers randomly but in the context of counting, which shows that their communication, language and understanding of mathematical concepts is developing very well. They also complete simple jigsaws with help. They make physical gestures that represent a song that they know and when the childminder spontaneously sings it children imitate the actions correctly, having lots of fun. They have lovely relationships with her and they approach her easily if they are upset. They receive lots of cuddles, verbal reassurance and positive praise, which ensures that they feel safe and are helped to make a positive contribution. They are very confident as they try out new skills, such as successfully carrying the nappy mat across the room to the childminder demonstrating a good understanding of how to be helpful.

Parents generally provide the food for their own children but the childminder does have a four-week rolling menu, which includes healthy options and substantial freshly-cooked food should parents want her to provide meals. Children get plenty of fresh air and exercise, which promotes their good health and well-being as they always walk to venues and they have access to a lovely, secure, rear decked area, where they chalk and paint on wall boards and explore the real and recyclable items which hang up. As the children cared for are very young, the childminder's policies and procedures keep them safe. For example, the environment is secure, they are strapped into double buggies or she uses reins when they are out and about. She ensures that they only eat when they are secured into high chairs or are sitting down to prevent the risk of choking. Various resources are available for children as they grow, such as story books around safety to further help them to gain a good understanding of staying safe.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

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

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