

Inspection report for early years provision

Unique reference number	EY415148
Inspection date	14/12/2011
Inspector	Vivienne Dempsey
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2010. She lives with her husband, three adult children and three children aged nine-years-old and twins aged eight-years-old. They live in the residential area of Doxford Park in Sunderland. The whole of the ground floor and the bathroom on the first floor of the childminders home are used for childminding. The childminder is registered on the Early Years Register and the compulsory and voluntary Childcare Registers. She is registered to care for a maximum of six children aged under eight-years-old, including a maximum of three children in the early age range. She also cares for children aged over eight-years-old. The childminder cares for children Monday to Saturday from 8am to 6pm for 48 weeks of the year. The childminder holds a current paediatric first aid certificate. She escorts children to and from the local school and nursery and to attend the local parent and toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm friendly welcome for all children and their families. A good range of information is collected from parents prior to admission enabling her to meet children's care needs and parent's requests very well. Good systems are in place for self-evaluation. The local authority advisor, parents and children are involved in the self-evaluation process. For example, parents complete regular questionnaires and the childminder works closely with the local authority advisor to complete action plans. This helps to secure further improvements and promote outcomes for children very well.

What steps need to be taken to improve provision further?

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

- continue to develop links with local schools to ensure continuity for all children in their learning and development.

The effectiveness of leadership and management of the early years provision

Clear safeguarding policies and procedures are in place. The childminder has a good understanding of safeguarding issues and how to implement procedures which helps to protect children's welfare. Effective risk assessments are in place and daily checks are completed. Consequently risks are eliminated and the environment is safe for children to move around freely. Records required for the safe and efficient management of the setting are well maintained and meet the needs of all children well. For example, a record of children's attendance is in place and accurate. This ensures adult to child ratios are maintained at all times, helping to protect children's welfare. The childminder has a current first aid certificate and

a first aid box is readily available. Permission to seek any necessary emergency medical advice or treatment is also sought from parents. This enables the childminder to react quickly in the event of an emergency, which helps to protect children's welfare.

Parents complete regular questionnaires to help the childminder develop the service provided. Information from these are used to have a positive impact on the overall quality of the provision and promotes outcomes for all children. The childminder has developed good relationships with all parents. Daily discussions keep parents informed of children's daily activities and care routines. She has developed sound links with other providers to ensure continuity in children's care. Although attempts have been made by her to develop links further, some providers are not responding to her requests. This does not support the childminder to ensure continuity for all children in their learning and development.

A good range of resources are freely available. These support children's learning and development very well. Children have independent access to activities and most resources which enables them to make choices and decisions about what they do. The childminder has also devised a reference card system for other resources which are difficult to access, ensuring all resources are available to all children. A good range of resources are also available to promote children's awareness of differences and others, such as, books, posters and small world figures. The childminder does not currently care for children who have special educational needs and disabilities. However, the childminder has a good understanding of systems she needs to have in place to ensure their individual needs are met. The childminder attends a good range of training, to develop her knowledge and skills. She also works closely with other childminders and the local authority advisor to enhance the service she provides. This enables her to drive improvement, whilst helping to promote outcomes for children. Formal systems for self-evaluation are in place, such as, the Ofsted self-evaluation document and action plans, which clearly highlight areas for development.

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

The childminder maintains good standards of hygiene and cleanliness in areas used by children. Children are learning good personal hygiene through consistent routines and positive role modelling. For example, washing hands before meals and snacks and paper towels are available to dry hands, which helps to prevent the spread of germs. The childminder provides a range of nutritional snacks and meals and drinks are freely available. This helps to keep children nourished and hydrated. All children are able to rest and sleep according to their individual needs and have regular opportunities to take part in physical play activities, both indoors and outdoors. They regularly visit the parks and play areas, which helps to develop their physical skills and their knowledge and understanding of the local environment. The childminder encourages children to stop, look and listen when crossing the road. Children also take part in regular fire drills. All of which helps to

develop children's awareness of safe practises.

The childminder has a good relationship with children in her care. She provides a very clean and caring environment for children in which they feel safe and secure to learn. She has a good range of resources and provides a varied range of experiences to meet the children's individual needs and interests. The childminder has developed good systems for observation, assessment and planning.

Observations of children's learning and development are recorded within children's observation files. Next steps in children's development are highlighted and these are used to plan activities to promote children's learning and development.

Observations are linked to the six areas of learning and summative assessments show children's progress towards the early learning goals.

Children are very well behaved and respond to the childminders praise and encouragement. They have a rewards book and stamps and stickers are given for good behaviour, such as, being polite, kind and sharing. All children are fully included in the setting and the childminder provides a good range of resources and activities to promote their awareness of other cultures. For example, a wide range of posters are displayed around the home depicting a diverse society. Children have good opportunities to develop their creative skills as the childminder provides a wide range of dressing-up clothes and has developed a kitchen role-play area. This engages children in imaginative play and role-play based on own first hand experiences. Children enjoy completing large floor puzzles and seek help from the childminder to find the edges. They use numbers during everyday routines, such as, counting stairs, blocks and resources. Children are interested in what they do and concentrate for extended periods of time threading beads and making pictures with stickers and stamps. A wide range of mark making resources are freely available and children enjoy writing their own Christmas cards, which helps to develop their early writing skills.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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