

Inspection report for early years provision

Unique reference number	EY419060
Inspection date	09/08/2011
Inspector	Donna Lancaster
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 2011. She lives with her husband and their three children aged three, eight and ten years old in the Moorside area of Consette, County Durham. The whole of the property, except for the main bedroom, is used for childminding. There is no access to the garden at the present time. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage, both of whom attend on a part-time basis. The childminder also offers care to children aged over five years to eight years. The childminder operates Monday to Friday from 7am until 6pm for 48 weeks of the year. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm, welcoming family environment. She promotes most aspects of children's welfare. However, a legal requirement has been breached. The childminder has developed positive relationships with parents, which enables her to meet children's needs. The childminder provides a suitable range of activities for children which cover most areas of learning. As a result, children are making sufficient progress in their learning and development. The childminder has made some efforts to evaluate her practice and she is beginning to recognise some areas where she needs to improve. Consequently, the capacity to maintain continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- take steps to ensure children are unable to leave the premises unsupervised and to prevent intruders entering (Safeguarding and promoting children's welfare). 23/08/2011

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

- continue to develop observations and assessments to identify learning priorities in order to plan relevant and motivating learning experiences for each child
- obtain written permission from parents to take children on outings and

- transport them in a vehicle
- develop procedures to promote reflective practice, self-evaluation and identify priorities for development to improve outcomes for children
- develop the range of resources and activities to promote children's awareness of different cultures and diversity, and increase the opportunities for children to access information technology.

The effectiveness of leadership and management of the early years provision

Children's welfare is appropriately safeguarded. The childminder has a sound understanding of her responsibilities for safeguarding children and knows the steps to take should she be concerned about a child in her care. In addition, all adults in the household are vetted and the identity of visitors is checked. The childminder conducts suitable risk assessments for both indoors and outings to help her minimise potential dangers. However, the premises are not always secure. This is a specific legal requirement and compromises children's safety. Most documentation required to promote the safe and effective management of the setting is in place, reasonably well organised and readily available. For example, children's details, medication and accident records are in place. However, she has not obtained written permission from parents to take children on outings or to transport them in a vehicle. This compromises children's well-being. The childminder has a current first aid certificate and permission is obtained from parents to seek emergency medical advice or treatment. This enables her to act quickly in the event of an accident.

The childminder has completed required basic training in childminding and first aid. She demonstrates a suitable vision and commitment of how she wants to improve the quality of her provision, including attending further training and developing her systems for observing and assessing children's individual learning. However, a robust process of evaluation and monitoring the strengths and weakness of the provision has not yet been fully developed. The childminder provides an inclusive service which is welcoming to children and parents alike. In the main, space and resources are used reasonably well. These are easily accessible, enabling older children to make independent choices. However, opportunities and resources to extend children's awareness of diversity and for children to use information and communication technology are limited. The childminder has no children on roll with special educational needs and/or disabilities. However, she demonstrates a positive attitude towards working closely with parents and other agencies to support children's individual needs.

Appropriate procedures are in place to ensure that parents are suitably informed about the setting. For example, the childminder shares all relevant policies and procedures with them at the initial meeting. The childminder gathers sufficient information from parents to ensure that she is aware of children's individual needs, such as, likes, routines and medical needs. Verbal feedback ensures that parents are kept informed about the care that their children receive. The childminder is aware of the importance of liaising with other providers of the Early Years

Foundation Stage, and endeavours to do this to promote consistency and continuity in children's learning and development.

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

Children are settled with the childminder and very much 'at home'. The childminder is warm and caring and interacts positively with the children. The childminder has sufficient knowledge of the learning and development requirements, and consequently children make steady progress. The childminder is beginning to observe and make some notes about what children can do. However, these are not yet linked to the early learning goals to measure children's progress, nor do they identify next steps information, to enable planning to be tailored for the individual child.

Children begin to concentrate well as they sit for long periods of time completing the jigsaws. They begin to count, write numbers and draw shapes securely, for example, on the pictures they paint for their parents. Children begin to develop simple problem solving skills when they complete jigsaws without the pictures to guide them. Children enjoy a selection of creative activities, such as making pictures with the 'blow paints', painting pictures for parents and baking cakes to take home. Children are developing their physical skills sufficiently well as they go to the local park and on regular walks in the community when the weather is fine. Children have opportunities to develop communication, literacy and language skills as they read stories and look at the pictures in books with the childminder. Children recognise the letters which form their name and attempt to write it on their artwork.

The childminder has a calm, caring approach with children and she offers plenty of praise and encouragement, which helps to develop their self-esteem and good behaviour. The childminder has a sound understanding of nutrition and provides children with suitable light meals. Fresh fruit is always available and the childminder ensures children have plenty to drink. She takes necessary steps to prevent the spread of infection, for example, she has implemented a sick child policy and children are encouraged to wash their hands before eating and after using the toilet. Children are beginning to learn how to keep themselves safe by talking about road safety when on outings and tidying toys away so they do not fall over them. This all contributes to promoting and developing children's health and well-being.

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	3
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

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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