

Inspection report for early years provision

Unique reference number	EY425903
Inspection date	09/11/2011
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 was registered in May 2011. She lives in Killingworth, Newcastle upon Tyne with her husband and children aged four and two years. The home is situated in a residential area, close to local schools and shops. The ground floor of the home and a bathroom and children's bedroom on the first floor are used for childminding. There is an enclosed rear patio area for outdoor play.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children at any one time. There is currently one child attending who is within the Early Years Foundation Stage.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are looked after in a clean, homely environment by a caring childminder who meets their individual needs well. Most of their welfare and health needs are supported and babies are settled and happy so that they feel safe with her. She is currently embedding her practice as a new childminder and has clear ambitions for the future to develop her own childcare knowledge and understanding to benefit the children's care and learning. Relationships with parents are developing and she is aware of how to work with other professionals as necessary. She does not yet use the Early Years Foundation Stage in practice fully as children have only recently taken up placements.

What steps need to be taken to improve provision further?

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

- ensure that the record of risk assessment states when it was carried out and by whom, and the date of any review (Documentation). 23/11/2011

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

- become more familiar with Early Years Foundation Stage Framework and use it in practice to track children's progress and development as they settle into the provision
- ensure that sufficient equipment and resources are available to meet children's individual needs.

The effectiveness of leadership and management of the early years provision

The childminder clearly understands her responsibilities should she have any concerns about a child's welfare. She has all documentation in place and a good understanding of child protection issues so that children are effectively safeguarded. Good written risk assessments are in place, which identify potential hazards in the home and on outings, although the record of the risk assessment does not state when it was carried out or by whom. This is a breach of a requirement. Appropriate use of child safety equipment and secure premises also help to promote children's safety. Very good written policies and procedures are in place, which are effectively shared with parents as they sign these in agreement.

The childminder is very proactive and keen to develop her career. She has completed all required training and is currently undertaking a course in childcare with the aim of achieving a level 3 qualification in the future. As she is a new childminder who has just taken children on roll, she is beginning to embed her practice. She has a positive attitude and looks at ways of developing her service and activities for the children. For example, she has some forms that she can fill in about what children enjoy and are interested in and how she may change or develop activities. This shows that she has some idea of reflecting on practice to benefit the children's care and learning needs.

A suitable range of good quality resources and toys are available and the childminder is continuing to build on these. She is aware of the current limitations in her equipment and toys to ensure that all areas of children's learning, development and care are fully promoted; for example, there is not yet a place or suitable equipment for babies to nap or sleep, and toys to promote non-stereotypical play, children's knowledge and understanding of the wider world, culture and differences are limited. The childminder divides her time equally between all children and meets their individual needs well by spending quality time talking and playing with them at their level. The childminder does not currently care for children who have special educational needs and/or disabilities or any child who attends other early years provision. However, she understands the importance of working closely with other professionals to ensure that children's needs are met effectively.

The childminder is currently building up her relationships with parents. She takes written information from them about their children's routines and she gives them an 'all about me' document to fill in. She completes good written daily diary information, which is available to parents at any time so that they are suitably informed. She also welcomes regular telephone calls and text messages throughout the day from parents to offer reassurance that their children are settled.

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

Although the childminder does not have a hard copy version of the Early Years Foundation Stage Framework, she has a sound knowledge of the requirements. She is clear that when children are settled and established in her provision she will use observations and captions to identify their preferences, interests and development to help them make progress. She has documentation about her weekly routine and a list of topics and planned activities to cover and information to refer to, which show how her observations will link to the six areas of learning. She is also aiming to keep a learning journey book on each child to be shared with their parents. As children settle in she is beginning to be aware of what they like and do not like so that she provides appropriate equipment and toys to help them develop; for example, she gives babies sensory books to help them investigate, manipulate and feel different textures so that they use their senses successfully.

The childminder uses a local Sure Start group where children take part in relevant activities, such as playing with creative and natural materials like shredded paper. They visit the library for story sessions and other groups where children take part in music and dancing activities. They are taken on trips to garden centres to see Christmas lights. This ensures that children benefit from the social aspects of using local and wider community facilities.

Babies feel safe and secure in the childminder's care as she is calm, caring and gentle. She interacts well at their level and she sits on the floor with them as they happily jump and bounce in the baby gym. She talks to them, gives lots of eye contact and sings spontaneously. They gurgle, babble and squeal with delight, making sounds during social interactions as they communicate with adults. The childminder is a good role model for children. She teaches them to be kind and gentle and helps them to understand others' needs and what is acceptable. Children's health is promoted well and they play in a clean and very well-maintained home. Parents currently provide their own children's food and the childminder is happy to go along with parental wishes. Medication is only given with clear parental consent and the childminder ensures that babies' bottles are sterilised. Children also go for walks every day so that they get sufficient fresh air and exercise, successfully promoting their well-being. The childminder is responsive to children's needs and recognises when babies need feeding or their nappy changed. They receive lots of warm cuddles and kisses as they are held or carried to see out of the window, therefore they are very content and well cared for.

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

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