

Inspection report for early years provision

Unique reference number	EY429360
Inspection date	01/12/2011
Inspector	Karen Tervit
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.

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 2011. She lives with her husband and two children aged seven and nine years old. They live in the residential area of long Benton in Newcastle. The whole of the ground floor and the children's bedrooms and the bathroom on the first floor are used for childminding.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children aged under eight years. She also cares for children aged over eight years. The childminder cares for children each week day from 8am to 6pm for 48 weeks of the year. She is currently caring for one child in the early years age range on part-time basis. The childminder holds a current paediatric first aid certificate. She is able to take and collect children from the local school. The family has a dog as a pet.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children make sound progress in their learning and benefit from being engaged in an appropriate variety of interesting activities. The childminder has established many routines that keep children safe and healthy. Good partnerships with parents and others ensure that children's individual needs are well met. All required policies and procedures and most recommended documentation is in place. The childminder is beginning to use self-evaluation and demonstrates a positive attitude towards continual improvement.

What steps need to be taken to improve provision further?

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

- use observations to track the progress that children are making in their learning and development and use this information to plan for the next steps in children's learning, so that this can be matched to the expectations of the early learning goals
- develop procedures to promote reflective practice, self-evaluation and identify priorities for development to improve outcomes for children
- develop the recording of the emergency evacuation procedure
- access a copy of the government booklet 'What to do if you are worried a child is being abused'.

The effectiveness of leadership and management of the early years provision

The childminder is well aware of her responsibility to protect children from harm. All adults living in the house have been checked as suitable to be in the presence

of children and the childminder keeps a record of visitors to the home. Rigorous risk assessment takes place to identify and minimise any potential safety hazards inside and outside of the home to create safe play environments. The childminder has attended appropriate training to support her knowledge and understanding of providing first aid, ensuring children are well protected in the event of a minor accident or injury. The childminder is aware of signs and indicators of abuse and who she should contact if she is concerned about a child in her care. However, she does not have a copy of the government booklet 'What to do if you are worried a child is being abused' easily accessible to her. There are a varied range of policies and procedures in place to support her practice. The childminder carries out regular fire drills to ensure children can be evacuated quickly and safely in an emergency situation. This familiarises children with the procedure and helps them to learn to keep themselves safe. However, she does not keep a record of these events.

The childminder's home is well organised and accessible to the children. They have good access to the garden area and toys and resources are mostly easily accessible to enable children to make individual choices and decisions. The childminder rotates toys and play materials dependant on children's interest and is in the process of putting a picture catalogue of toys together to remind children what is available. In addition, children use an interesting range of books and toys that promote positive images of people in the community. The childminder is beginning to use the Ofsted self-evaluation form as a means to improve her provision. However, this is in the very early stages of completion. The childminder is committed to developing her knowledge. For example, she has developed links with other childminders to help improve her practice.

The childminder has good working relationships with parents. She obtains some useful information about each child before they start, such as their individual routines and preferences. Parents are well informed about the provision, the activities provided and daily routines through the notice board, daily discussions, photographs and children's individual folders. The childminder is developing good links with the educational settings that children attend. For example, she visits the settings and shares information and children's progress profiles with them, helping to ensure continuity of learning and care for children. Although, no children with special educational needs and/or disabilities are currently attending the setting, the childminder demonstrates a positive attitude towards working with parents and other professionals to ensure that she is aware of all children's individual needs.

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

Although, children have not been attending for very long they are happy and settled in the childminder's care. They obviously have a good relationship with the childminder and her children approaching them freely and confidently. The childminder interacts well with the children, sitting at the table with them and asking questions about their play. She has a suitable understanding of the Early Years Foundation Stage learning and development requirements. As a result, children are making sound progress towards the early learning goals. The

childminder has begun to make simple, written observations of what children can do and enjoy. However, these are in the early stages of development and they do not always clearly show the progress children are making.

Children carefully colour in the different Christmas shapes and develop their skills at using tools, such as glue sticks. They thoroughly enjoy being outdoors in the garden on a daily basis. Children are regular visitors to the local community allotment where they grow and harvest different vegetables. Children are developing their physical skills, as they make their own assault course from the large soft play shapes. Children receive suitable opportunities to develop their social skills at toddler groups. Children develop their skills for the future, as they confidently count and explore programmable toys. They confidently tell adults that they need to wash their hands before snack, so they do not get germs in their tummy. Children are able to recognise and write their own name.

Children behave well because they receive sensitive but clear direction, which helps them to understand right from wrong. Children receive regular praise for all their achievements. They are learning to share and take turns, for example, by playing dice board games together. Children do not attend if they are sick, which enables the childminder to protect others from illness. The childminder provides a healthy breakfast and freshly prepared snacks, as well as offering activities and simple discussions to promote children's understanding of the importance of healthy eating. For example, children have their own place mats with 'the eat well plate' on them, enabling them to clearly see, which foods are healthy.

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	2
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	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	2
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- obtain a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints) 15/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Procedures for dealing with complaints) 15/12/2011