

Inspection report for early years provision

Unique reference number	EY438941
Inspection date	08/05/2012
Inspector	Lynne Pope
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, adult son and father-in-law in Rowlands Gill, Tyne and Wear. The childminder's husband and son also work as her assistants. The whole of the ground floor and the upstairs bathroom of the childminder's home is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a dog and a lovebird.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with an assistant she is registered to care for a maximum of eight children under eight years at any one time, of whom no more than six may be in the early years age range. There are currently nine children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a happy, welcoming and inclusive environment where children are motivated and overall effectively cared for. They are happy and making good progress in their learning and development. The childminder overall promotes a healthy and safe environment to ensure their welfare needs are met. The effective partnership with parents ensures they communicate well, to put the children's needs first. The childminder is in the early stages of communicating with other settings that children attend and has some understanding of the strengths and weaknesses of her provision.

What steps need to be taken to improve provision further?

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

- help children seek to do things for themselves such as washing their hands consistently before eating
- develop a culture of reflective practice and self-evaluation which includes parents to identify strengths and priorities for development
- regularly share children's learning and development records and any other relevant information with other practitioners of settings that they attend as part of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Written comprehensive policies and procedures are in place and followed by the childminder to ensure that children's welfare is overall safeguarded and promoted. This is reflected in her understanding of the procedures she would follow should she have a child protection concern. Children are cared for in a bright and spacious playroom. Resources are set out at a low level so that they can make their own choices about what they would like to do which helps to develop their independence. Children's art work is displayed, posters depict colour, letters, number and healthy foods which help to raise children's awareness. Photographs from activities and outings stimulate children to recall what they have done. However, the childminder is allowing children to use the playroom which her condition of registration does not permit. This is a breach of her condition of registration. On this occasion Ofsted does not intend to take any further action.

Written risk assessments are in place which identify possible hazards for children in the home, garden and on outings which is supported by a daily checklist. The childminder discusses future plans to develop her provision such as making the back garden more easily accessible for children along with the purchase of waterproof suits so that they can access the outdoors in all weathers. However, she does not have any formal methods in place to continually assess the strengths and weaknesses of the provision or to seek parents views as part of the process. Though no children currently attend that have special educational needs and/or disabilities the childminder through discussion demonstrates her understanding of how she would help them to develop through linking with outside agencies. All children are fully integrated into the setting and activities are provided based on each child's interests.

Children benefit from the effective relationships that have been developed between the childminder and parents. New children are offered settling in visits and parents complete a document about their child's needs. The childminder uses this along with observing the child as they settle, to plan effectively for their development. Parents are kept up to date through daily discussions as they bring and collect their child and the childminder completes a daily diary about each child's day which they can read. Newsletters keep them informed about her provision and remind them about the written policies and procedures and their child's development record which they can view at any time. The childminder finds out what children are involved in at other provisions that they attend as part of the Early Years Foundation Stage such as nursery. She uses the information to help her plan activities along the same lines. However, she has not shared the children's developmental progress with nursery while children are in her care.

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

Children's learning and development is supported effectively which leads to them making good progress. Children have the opportunity to participate in an excellent

range of activities and experiences. The childminder plans on a weekly basis for each child noting the learning outcome that she is aiming for. She carries out written observations of children's activities and notes how they are progressing against the early learning goals on a sheet that tracks their development. She also notes the next steps in their learning on the planning sheet which helps her with future planning. Parents share their observations of what their children have achieved at home and the childminder adds these to their child's file so that a full picture develops of their progress.

Children are very settled and comfortable in the childminding environment. A close relationship has developed between children, the childminder and her assistants. They work well together as a team ensuring the smooth running of the provision. From a young age children's language skills develop. Babies babble and make various sounds to gain attention. Older children enjoy discussing significant events from their own experience. They become excited as they talk about some of the many outings that they go on with the childminder into the local environment. They recall seeing an orange digger and point to the photographs on the wall that show them. They link the colour of the digger into a coloured shape that is displayed in another area. Children have recently planted sunflower seeds which they have measured this morning to see which is the tallest which helps them understand how things grow. Children are interested in written numbers. They use a stencil to help them write them and recognise what they are when the childminder asks. Tools are used for a purpose. Children are keen to use the scissors and spend concentrated effort cutting the paper and using the glue stick to stick things together. Imaginations are encouraged through the good quality resources. Children pretend to be hairdressers as they comb the childminder's hair and use toy straighteners. They have fun as they use the doctors equipment and give each other injections and listen to the adults hearts. Children gain an awareness of other cultures and beliefs through various activities. They have looked at Chinese New Year and St Georges day and plans are in place to have a tea party for the Queens Jubilee.

The childminder and assistants all have a calm, consistent manner with children. They speak to children about sharing when there are any disputes over toys and distraction is used by offering alternative activities. Healthy snacks and meals are freshly prepared and children enjoy the experience of sitting together and talking about the foods that they are eating. However, hand washing was not encouraged before snack and lunch which impacts on children's understanding of good hygiene practices. The home is secure and children learn how to keep themselves safe. Discussions are held about safety issues such as not touching a bonfire. Evacuation procedures have been practised so that children know what to do in such an event.

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	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	2
The extent to which children feel safe	3
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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