

Inspection report for early years provision

Unique reference number	309984
Inspection date	10/03/2009
Inspector	Cathryn Parry
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 1993. She lives with her husband in the residential area of Wallsend in Tyne and Wear. The whole of the ground floor and the bathroom on the first floor of the childminder's home are used for childminding. The childminder cares for children on weekdays from 07.30 to 17.30 for 50 weeks of the year.

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. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends the local toddler group on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder offers a warm and friendly welcome to all children and their families. She provides a range of activities to ensure children have the opportunity to make progress. The planning of experiences and observing of children is being developed. Most records are appropriately completed to promote children's welfare. The childminder demonstrates a positive attitude to providing an inclusive environment. This includes being willing to attend specific training to meet individual needs. Links with other childminders and a support worker from the local authority enable her to make continuous improvements.

What steps need to be taken to improve provision further?

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

- further develop the planning of activities and systems for making systematic observations and assessments of each child's achievements, interests and learning styles
- further develop systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education and care in more than one setting.

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

- further develop systems for recording each risk assessment undertaken, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation)

17/03/2009

The leadership and management of the early years provision

The childminder adequately evaluates the care and education she provides. She has started to complete a self-evaluation form, which has helped her to look more closely at the service she offers. Feedback from parents is encouraged to give her a broader view of her childminding. The five recommendations raised at the previous inspection have all been positively addressed. These have had a positive impact on children's overall well-being. The childminder recognises her strength as being her enjoyment in caring for children. She also identifies the paperwork as being an area that needs improving. Consequently, she can attend relevant training to help her with this.

The childminder has built suitable relationships with parents. She talks to them on a daily basis about the activities their children have enjoyed. This enables parents to continue children's learning at home. She complements this with written diaries, which the parents can also contribute to. The childminder talks to the children about what they have been doing at playgroup and school. However, she has not made links with the staff in these settings. This has a negative impact on promoting continuity and coherence.

The childminder has attended safeguarding training and demonstrates a suitable understanding of associated issues. She has a written procedure in place and relevant contact details should she need to make a referral. Consequently, children are appropriately protected. Visual risk assessments take place to reduce the risk of accidental injury. However, the written forms that are in place are not dated to show when the checks have taken place. This is a breach of requirements.

The quality and standards of the early years provision

The childminder has attended two training courses with regard to the Early Years Foundation Stage and demonstrates a reasonable understanding of it. The range of resources available and photographs of activities undertaken, show that each of the areas of learning are covered. A suitable balance of child-centred and adult-led experiences ensures appropriate challenge for their age and stage of development. They enjoy looking at books independently and with the childminder. This interest in books is further encouraged with visits to the local library. Activities, such as making height charts, using shapes to make pictures and counting the stairs, encourage children's mathematical thinking. Their knowledge of the natural world is promoted as they plant and nurture seeds and visit the pet's corner at the park. A range of creative activities are provided. These include making finger puppets, decorating eggs for Easter and using stencils. Consequently, children's self-expression is appropriately fostered. Regular use of the computer, including accessing education games, promotes children's information and communication technology skills. Use of the local area is made to broaden children's experiences. Suitable role modelling by the childminder and appropriate resources encourage children's growing knowledge of equal opportunities. This includes celebrating various festivals to raise their awareness and understanding of different religions and beliefs. The childminder demonstrates a consistent approach to managing

children's behaviour, taking into account their maturity and understanding. Children spontaneously use good manners as they say please and thank you. The childminder has completed some basic planning, which includes themes and activities. She has started to collate individual files for the children, which include photographs and very basic observations. These do not yet link to the early learning goals and do not inform the planning. Consequently, it is difficult to see progress in each of the areas of learning.

Children are welcomed into suitably clean and well-kept premises where they have sufficient space to play. They are developing a suitable awareness of their own personal hygiene as they are encouraged to wash their hands after using the toilet. Children do not attend if they are sick, which enables the childminder to protect others from illness. They are kept safe on outings as they learn road safety procedures and understand simple rules, such as stopping at the curb before crossing the road. Children experience adequate levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. This includes a fire extinguisher, smoke detectors and suitable restraints in the car. Routines such as tidying away toys from the floor encourage children to take responsibility for their own safety. They have daily opportunities to walk to and from school and chances for large physical play. These include using large climbing equipment at the park and sometimes visiting a soft play area. This has a positive impact on their well-being. The childminders knowledge of individual children and her flexible routine incorporates time for quiet play and rest. This ensures their specific needs are met appropriately. Parents often choose to provide the meals for their children. However, the childminder does prepare generally healthy meals for children to enjoy. These include pasta dishes, sausage, mashed potatoes and fresh fruit. Children have regular drinks of water or diluted fresh juice, which quenches their thirst and benefits their health.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.