

Inspection report for early years provision

| | |
|--------------------------------|--------------|
| Unique reference number | 311657 |
| Inspection date | 21/11/2008 |
| Inspector | Jayne Utting |
| 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 has been registered since February 2001. She lives in Ryton with her husband and their two children. The ground floor of the home is used for childminding purposes. There is supervised access to a garden for outside play. The family has two pet dogs.

There are currently two children attending who are within the Early Years Foundation Stage (EYFS) age group. The childminder also offers care to two children aged over five years. Ofsted registers this provision on the compulsory and voluntary Childcare Register.

The childminder attends the local parent and toddler group on a regular basis and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Effective systems for communication ensure the childminder has a good understanding and knowledge of each child's background and needs, ensuring they receive an enjoyable and challenging care and learning experience, tailored to meet their individual needs. She actively encourages children to respect and celebrate the diversity of the world around them and uses meaningful praise and encouragement to develop their self-esteem and confidence. Committed to improvement and an ethos of reflective practice, the childminder has identified some areas for further development, but has yet to prioritise these and identify clear actions to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- build upon existing effective systems for observation and assessment to plan specific ongoing, relevant learning experiences for each child
- utilise relevant information collected through self evaluation to identify clear actions ensuring continuous improvement.

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

- carry out a full risk assessment for each type of outing undertaken (safeguarding and welfare)

05/12/2008

The leadership and management of the early years provision

The childminder demonstrates a good understanding of the requirements of the Early Years Foundation Stage (EYFS). This is reflected in the detailed range of

policies and procedures which she has in place and which underpin her practice, including child protection, health and safety, behaviour management and equal opportunities. This combined with up-to-date records for attendance, medication administration, accidents and allergies, ensures children are well protected.

The childminder recognises the importance of keeping her knowledge up to date and has recently completed a number of shorter training courses including safeguarding children. A written risk assessment and daily safety checks ensure the suitability of indoor spaces, furniture, toys, and equipment. This combined with appropriate supervision minimises any potential risks to children. The childminder has written procedures in place for outings, and effective safety practices, which include carrying a mobile and emergency contact numbers. However, she does not have written risk assessments in place for outings as required by the EYFS.

The childminder has developed good relations with parents and actively encourages the on-going two-way flow of relevant information about individual children. Daily verbal feedback and access to children's individual development files keep parents informed about their child's progress. In addition, parents receive copies of all policies, including complaints. The childminder has also developed a good working relationship with other providers of the EYFS to children in her care, ensuring the efficient exchange of relevant information.

Recommendations from the previous report have been addressed, the childminder having undertaken appropriate training to improve her knowledge of the Birth to three matters framework. She welcomes feedback from parents and children about the quality of the service she provides and works closely with other local childminders and Sure Start development workers. Whilst this has been effective in identifying some areas for improvement, the childminder has yet to build on this to identify clear actions for ongoing improvement.

The quality and standards of the early years provision

Children thoroughly enjoy a wide range of fun and challenging activities. They engage confidently in conversation, chatting about what they will be doing at nursery that afternoon. Fully involved in the children's activities, the childminder prompts their thinking and discussion by talking to them about what they are doing. Babies are introduced to books from an early age, the childminder drawing their attention to the pictures as she reads to them. Clearly settled and confident in their surroundings, children are happy to talk to visitors and love looking at photos of themselves in their files.

Children are given lots of opportunity to learn about the natural world, planting seeds and watching them grow, talking about animals as well as trips to the local beaches. Access to a range of jigsaws, building blocks, and construction toys encourage children to learn about the concepts of shape, size, and colour. Children of all ages enjoy a good range of craft activities, including painting, drawing, music, and movement. The childminder is highly skilled at recognising and maximising learning opportunities, ensuring all children make good progress within the EYFS.

Planning is flexible, with daily activities based around the needs and interests of the children. The childminder has robust procedures in place for ongoing observational assessment. These are clearly linked to the appropriate areas of learning, are well supported by photographic evidence, and used to identify the next steps in children's development. The childminder is in the early stages of implementing these systems and has yet to build on this information to record specific achievements and to plan relevant and motivating learning experiences for individual children.

Children have clearly formed secure relationships with the childminder and their peers. They listen to one another and play happily together, seeking comfort in cuddles when they are tired. This combined with the good example set by the childminder and her robust procedures for behaviour management ensures all children learn right from wrong.

Good opportunities for physical activity and outdoor play along with healthy food options are used by the childminder to encourage healthy lifestyle choices. She further encourages children of all ages to develop a good awareness of how to stay safe through reference to efficient procedures, which are consistently reinforced; for example, washing hands and the regular undertaking of fire evacuations and road safety rules.

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? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| 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? | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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 |
|---|-----|

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

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.