

Inspection report for early years provision

Unique reference number	312461
Inspection date	05/02/2009
Inspector	Jacqueline West
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 1999. She lives with her husband and two children aged 7 years and years 12. They live in South Shields within South Tyneside. The whole of the ground floor of the childminder's home 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 six children aged under eight years at any one time. She also offers care to children aged over five years to 11 years. There are currently four children on roll. Of these, two are in the early years age range. The childminder cares for children Monday to Friday from 08.00 to 18.00 for 46 weeks of the year. She has completed a relevant training course and holds a current paediatric first aid certificate. The childminder takes and collects children from the local school and attends the local parent and toddler group.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are welcomed into a stimulating environment. They enjoy a broad range of exciting, age appropriate activities. Therefore, children make good progress in all areas of learning. Strong links have been developed with the school and parents, resulting in partners being well informed about their child's progress. The childminder demonstrates a positive attitude to providing an inclusive environment. Regular training has a positive impact on her maintaining continuous improvement. However, there is a breach of a requirement.

What steps need to be taken to improve provision further?

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

- involve parents as part of the ongoing observation and assessment process by finding out about children's starting points
- help children to develop a positive sense of themselves and of others by providing more resources that reflect aspects of diversity.

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

- ensure Ofsted are informed of any change to the premises on which childcare is provided that may affect the space available to children and quality of childcare available to them. (Suitable, premises, environment and equipment)

18/02/2009

The leadership and management of the early years provision

The childminder effectively evaluates her practices and highlights the main strengths of the service. For instance, she positively interacts with them to support and challenge learning. She attends regular training to secure her knowledge, which has a positive impact on the overall provision. The recommendations raised at the previous inspection have been met, the childminder has developed knowledge of child protection procedures through attending training and medication forms are countersigned. This positively contributes to children's overall well-being. The childminder has not informed ofsted to significant changes made to the premise, which is a breach of the requirements. However, this has a limited impact on the children's safety and well-being as a full risk assessment has been carried out and no hazards identified.

A detailed written risk assessment is well implemented. Routines, such as tidying away toys from the floor encourage children to take responsibility for their own safety. Children are taught about keeping safe when in the local environment, such as following the green cross code. The childminder has attended training on safeguarding and demonstrates a sound understanding. A well written procedure supports the practices. Therefore, children are being kept safe from harm.

The childminder has developed good partnership with parents. They have access to clear, well written policies and procedures that reflect the setting. Parents are kept informed about their child's progress and achievement through regular verbal feedback and access to individual development files. However, children's starting points with regard to their learning are not obtained from parents when a placement commences. This does not support a smooth transition and provide continuity in learning. The childminder has made links with the schools and obtains information to support learning at home. For example, they visit the library to further research a project on dinosaurs.

The quality and standards of the early years provision

The childminder shows a developing knowledge of the Early Years Foundation Stage. She carries out a wide range of purposeful play activities that effectively support children's learning. For example, they play imaginatively with the farm, complete jigsaws and build towers using a wide range of resources. Consequently, children make good progress across all areas of learning and development. The available space is very well organised. Children access clean, good quality equipment that is stored in low level boxes. This helps nurture the children's independence and decision making skills. For example, on arrival a child chooses to play with the farm. A good balance of child-centred and adult-led experiences ensures appropriate challenge for each child's age and stage of development. The childminder knows the children very well and supports learning in accordance with each child's individual needs. She regularly observes the children's play. This is used to plan the next steps in the child's learning by using photographic evidence with clear explanations.

Children are beginning to understand the need to share and take turns with the sensitive encouragement of the childminder. For example, one child engages another in a new activity by giving eye contact saying, 'Come on'. Children's communication skills are fostered well through various activities, such as singing, naming objects and reading books. The childminder encourages the children to become aware of shapes, colours and numbers. For example, she initiates counting when clearing away the blocks. The children can name simple shapes, such as a circle. Children's knowledge and understanding of the wider world is promoted through regular visits to places of interest. They celebrate festivals, such as Pancake day and Chinese New Year through food tasting activities. However, children do not have access, on a regular basis, to resources that reflect diversity, which limits the opportunities to raise children's awareness of difference.

Children's health is promoted well. They access good opportunities for physical play. For example they make a tent indoors by covering a table with a blanket, the children laugh and smile with delight as they run through it. Children learn good personal hygiene through consistent routines and positive role modelling. They eagerly wash their hands before and after snack. A healthy diet is provided, including fruit and vegetables. Children confidently ask for drinks when they are thirsty, as well as having fresh juice, milk and water regularly provided. Effective procedures are in place to ensure children are cared for appropriately when ill. This reduces the risk of the spread of infection. The childminder demonstrates a good understanding of appropriate behaviour management strategies. Children are encouraged to say please and thank you. Consequently, their behaviour is good. The children are safeguarded as the premise is secure. All relevant documentation is in place and well organised to ensure confidentiality. For example, there are effective procedures in place for the collection of children. This ensures they are well protected.

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?	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?	2
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?	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
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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.