

Inspection report for early years provision

Unique reference number	EY271663
Inspection date	26/11/2008
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 2003. She lives in Blyth, Northumberland, with her daughter. The ground floor of the home is used for childminding. There is supervised access to a garden for outside play. The family have two cats. The house is accessed via a single step.

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

The childminder is a member of the National Childminding Association

Overall effectiveness of the early years provision

Children enjoy their time with the childminder and there are some good systems in place to promote effective communication with parents, ensuring their ongoing welfare needs are met. The childminder takes steps to promote a positive attitude to diversity, encouraging children to develop respect for others as individuals. However, there are no robust systems in place to identify targets for future development which impacts on the childminder's capacity to maintain a cycle of continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop procedures for observation and assessment in order to identify clear learning priorities and plan relevant learning experiences for each child
- continue to attend relevant training, particularly in relation to equality, diversity and disability awareness
- further develop written risk assessments, identifying the steps taken to minimise these
- further develop systems for regular self-assessment ensuring the clear identification of targets for further improvement.

The leadership and management of the early years provision

The childminder demonstrates a sound understanding of the requirements of the Early Years Foundation Stage (EYFS). She has developed a wide range of written policies and procedures which are understood and consistently implemented, safeguarding the welfare of all children who attend. This combined with appropriate systems for recording children's attendance, medication administration, accidents and allergies, ensures children remain protected.

The childminder has a positive attitude to her career and has recently completed the Diploma in Home-based Childcare which included some child protection training. However, she has been unable to access other shorter training programmes, in particular equality, diversity and disability awareness. She recognises this as an area for further professional development. A written risk assessment ensures the suitability and safety of outdoor and indoor spaces, equipment and toys. Whilst this is effective in identifying potential risks to children, it does not detail steps taken to minimise these.

The childminder has developed good links with parents, collecting and sharing relevant information, ensuring they remain actively involved in their child's ongoing learning and development. Daily verbal feedback and access to children's individual development files ensures parents are aware of their child's progress and significant achievements. Parents also receive copies of the childminder's policies and procedures, including those for complaints, and are asked to sign to confirm they have read and understood them. The childminder has developed systems to ensure the efficient sharing of information between herself and other providers of the EYFS who care for a particular child. For example, she has given the local nursery a copy of a child's individual file to help them establish starting points.

The childminder has addressed the recommendations raised at her previous inspection, which has had a positive impact on the care of the children. As a member of her local childminding network, the childminder uses monitoring visits as a tool to evaluate the quality of the provision she provides. This combined with verbal feedback from parents ensures she has some understanding of her strengths and areas for improvement. However, the childminder has yet to effectively prioritise the steps needed to further improve her practice.

The quality and standards of the early years provision

Children are provided with sound opportunities to help them make satisfactory progress across all areas of learning. The childminder has effective systems in place to collect relevant information about children before they start. Parents are asked to complete 'all about me' booklets, which give the childminder an idea of what children enjoy and can do when they start. Each child has their own development file containing photos of them engaged in a variety of activities. These are clearly labelled according to specific areas of learning and identify children's progress and achievements on their learning journeys. However, the childminder has yet to make formal observations of children's activities in order to identify clear learning priorities and plan relevant learning experiences for each child.

Children are clearly settled at the childminder's home and they receive plenty of meaningful praise and appropriate support to raise their self-esteem and confidence. Children develop appropriate levels of independence and this is well supported, with the childminder encouraging children to try and solve problems themselves initially, rather than doing it for them. For example, one child is encouraged to try and put their railway track together themselves. The childminder

uses everyday activities to encourage counting and to introduce mathematical concepts, counting the number of cars and talking about the shape of the railway track. Children of all ages are given the opportunity to express themselves freely and creatively through a variety of activities including making cards, magnets and calendars, painting tiles and exploring play dough. Free access to construction toys and puzzles enables children to explore the concept of shape, size and height. This combined with regular access to interactive toys and games ensures children are developing skills to support their future economic well being.

Children enjoy daily opportunities to play outside and have access to a range of large play equipment including a trampoline. They also enjoy trips to the local parks and soft play. This combined with healthy, nutritious snacks and home cooked meals, which include fresh fruit and vegetables, encourages children to learn about making healthy lifestyle choices.

Children are actively encouraged to develop an understanding of how to stay safe and healthy through reference to effective procedures which the childminder consistently reinforces, for example, washing hands before snack time and the regular undertaking of practise fire drills.

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?	2
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?	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?	3
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?	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.