

Inspection report for early years provision

Unique reference number	EY376037
Inspection date	09/12/2008
Inspector	Eileen Grimes
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 2008. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and one child aged one year. They live in Chester-le-Street, close to schools and local amenities. The childminder uses the whole of the ground floor for childminding. There is an enclosed play area to the rear of the house which children are able to access for outdoor play.

There are systems in place to support children with English as an additional language and children with learning difficulties and disabilities. She attends the local toddler groups and takes children to the park.

The childminder is registered to care for five children at any one time. She is currently caring for five children.

Overall effectiveness of the early years provision

Excellent relationships exist between the children and the childminder. This increases the children's propensity to make good progress through the Early Years Foundation Stage towards the early learning goals. The childminder knows the children well, which enables her to provide interesting activities, such as painting, singing and using musical instruments, that include all the children and appeal to their individual interests. Additionally, good priority is given to children's health and safety. The childminder ability for continuous improvement is sound, evident in her plans to take part in further training.

What steps need to be taken to improve provision further?

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

- undertake sensitive observational assessment in order to plan to meet young children's individual needs
- ensure that the details for contacting Ofsted are available for parents.

The leadership and management of the early years provision

The childminder has some understanding of the strengths and weaknesses of her service, although has only recently started to consider her strengths and areas for improvement in a systematic way. She shows a sound capacity to improve as she has made use of relevant information from a variety of sources. The childminder holds a current first aid certificate.

Parents are valued and regular verbal communication, as well as written policies and record keeping ensure that there is a suitable exchange of information. Although parents discuss children's needs and abilities with the childminder,

parents are not fully included in observation, assessment and planning systems to address children's future learning needs. At present, parents are not made aware of the contact details for the regulator.

Children are safeguarded as the childminder has a sound understanding of what to do in the event of a child protection concern. Effective risk assessments are undertaken regularly to ensure the protection of children's health and safety both inside and outside the home. Good documentation is in place to promote children's welfare and policies have been adopted on a variety of issues to inform parents of the sound practices in place to meet children's needs. Good steps are taken to ensure children's health is promoted through systems to reduce cross-infection, such as an effective sickness policy, and good hand washing practices.

Children and families are made welcome and the childminder supports children's emotional needs well, recognising their unique qualities. She demonstrates an inclusive, anti-discriminatory approach to her business. Although she has not cared for children with additional needs, she shows an acceptable inclusive attitude and makes all children welcome at her setting.

The quality and standards of the early years provision

The childminder supports children's welfare and learning with warmth and encouragement. Children confidently explore their safe play environment where children can choose from a wide range of accessible, suitable toys. Children are helped to begin to understand and value other social groups and people as the childminder has provided some play equipment that shows positive images of diversity. Children are encouraged to help tidy up so encouraging them to be socially responsible. They choose to explore musical toys and show they are familiar with how to use them to elicit sounds with which they are familiar. Children are therefore building skills for the future that will help them become good learners, so giving them a secure base for their future lives.

Children actively show interest in their play and relate well to the childminder as she encourages children to try out and consolidate new skills. She knows about children's interests and allows children to follow these. For example, children are very interested in painting, and after snack the childminder organises space for a painting activity led by the children. Expanding this activity to talk about textures, colours and many other aspects, whilst always ensuring that the children are stimulated at the correct level. She is aware of how the activities she has provided meet the needs of the children in all areas of learning.

The childminder has a sound understanding of each child's capabilities and personalities and has used the information from parents as well as her own observations to consider children's next steps in learning. This at present is intuitive and the childminder has recognised her need to consider this more systematically, and plans to attend training in the near future on this subject to improve her performance in this area and to improve children's progress.

Children are active and well-settled as they receive understanding, warmth and

support from the childminder. The childminder has considered the risks in her home and has acted responsibly to reduce the possibility of accidents occurring. Healthy food and drink is provided and children's dietary issues are discussed with parents to ensure children's needs are met. The childminder ensures children take exercise as they regularly play outside and participate in physical exercise at children's groups. Children develop a sense of belonging as they become familiar with their surroundings and visit community groups. The childminder maintains a clean home and employs hygienic procedures such as careful nappy-changing procedures. Children begin to learn about safe and healthy practices as they are encouraged to wash their hands regularly and put paper towels in the bin. Children's behaviour is good, they understand the house rules and play within these at all times. They respect each other and are able to share and take turns using please and thank you appropriately.

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?	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 registration.

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.