

Inspection report for early years provision

Unique reference number	312485
Inspection date	03/03/2009
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 1992. She lives with her husband, adult daughter and son-in-law in the residential area of Jarrow in South Tyneside. The whole of the ground floor except for the office and the first floor, the toilet and bathroom of the childminder's home is used for childminding. She has a parrot and a rabbit as pets. The childminder cares for children on weekdays from 07.30 to 17.30 for 48 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 two parent and toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder offers a warm welcome to all children and their families. She provides a suitable range of activities for the children to participate in, to encourage them to make some progress whilst having fun. The planning of experiences and links with other early years providers are being developed, to further promote this. Most documentation is in place to foster children's well-being. The childminder has some experience of caring for children with learning difficulties and disabilities in the past and demonstrates an appropriate attitude to including all children. She endeavours to continuously improve the care and education she provides, through attending relevant training.

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 observing children's progress, including matching observations to the expectations of the early learning goals
- 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)

10/03/2009

The leadership and management of the early years provision

The childminder adequately evaluates the service she provides. She gains feedback from parents to give her a broader view. The recommendations raised at the previous inspection have been positively addressed. Consequently, the documentation regarding the administration of medicines is consistently signed by parents. This has a positive impact on children's well-being. The range of resources reflecting positive images of people with disabilities has also been increased. Therefore, children's awareness of difference is raised. The childminder recognises her strengths as providing a home from home environment for children and the range of toys and activities she offers. She is also realistic in her approach to the Early Years Foundation Stage and the need to access further support to implement it effectively.

The childminder has built suitable relationships with parents. She speaks to them on a daily basis to ensure they are informed of the activities their children have participated in. This enables them to continue their children's learning at home. The childminder asks the children what they have been doing at school and looks at any art work they bring home. However, she currently does not effectively share relevant information with other practitioners where a child receives education and care in more than one setting. An example of this is with the staff at the local school where she takes and collects children from. This results in a lack of continuity and coherence.

The childminder has recently attended safeguarding training and demonstrates a sound understanding of associated issues. Therefore children are protected well. Visual risk assessments take place daily. These appropriately reduce the risk of accidental injury. However, there is no record of these, which is a breach of the requirements.

The quality and standards of the early years provision

The childminder has an adequate understanding of the Early Years Foundation Stage. The range of toys and activities she provides ensures each of the areas of learning is covered. The children are settled and enjoy their time in the childminding environment. The childminder's suitable approach to equal opportunities contributes to children's positive attitudes to the wider community. This is complemented with access to a selection of related resources. Children's self-help skills are promoted as they are encouraged to put their own coats and shoes on to play out. They generally behave well. The childminder uses appropriate strategies to encourage them to understand what acceptable behaviour is. An example of this is where she asks them not to jump on the settee, in case they fall. Children enjoy looking at books both independently and with the childminder. She further promotes their interest with visits to the local library. Opportunities to use counting and numbers in everyday play situations are appropriately used by the childminder. She encourages them to count the stars

they have created with the play dough, and then discusses how many more they can cut out of the remaining piece. The range of dressing up clothes and small world figures appropriately fosters children's imaginative play. A variety of creative experiences are offered to encourage self-expression. These include making masks, using crayons and dancing whilst watching a digital video disc. Children have a growing knowledge of the living world through some planned activities, when planting cress seeds. They also enjoy trips to the farm where they feed the horses and goats. Some opportunities are made available for them to use a computer and other interactive toys, to further their information and communication technology skills. The childminder basically plans the routine for the week, including visits to different groups. She has started to collate a file of photographs of children enjoying different activities, with brief written observations. These do not clearly link to the early learning goals to inform future planning.

Children are welcomed into suitably clean and well kept premises where they have sufficient space to play. Safety equipment is in place reducing the risk of accidents. This includes a cooker guard, a fire blanket and a carbon monoxide detector. Children are kept safe on outings as they learn road safety procedures and understand basic rules, such as using the crossing patrol and holding hands. They are beginning to comprehend simple health and hygiene practices, including usually washing their hands before snack and after using the toilet. Children do not attend if they are sick, which enables the childminder to protect others from illness. The childminder implements suitable procedures for nappy changing, to ensure the personal care needs of the very young are met. Children access opportunities for physical play, particularly in the rear garden, where they can use sit and ride toys and balancing resources, such as stilts. This is complemented with visits to a soft play area. The childminder's flexible routine incorporates time for quiet play and rest, enhancing children's well-being. They are encouraged to enjoy generally healthy snacks and meals, such as sandwiches, pizzas, fish fingers and fresh fruit. Relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. This has a positive impact on children's overall welfare.

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.