

Inspection report for early years provision

Unique reference number	311770
Inspection date	09/03/2009
Inspector	Lynne Pope
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 1991. She lives with her husband and one adult child. They live in Gateshead. The whole of the ground floor of the childminder's home is used for childminding. The childminder is registered on the Early Years, and the compulsory childcare 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, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to eleven years. The childminder cares for children Monday to Friday from 07.30 to 17.30 for 48 weeks of the year. The childminder has completed a relevant training course and holds a current paediatric first aid certificate. She collects children from the local school and attends toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder offers an open and accessible service to all, where activities and interests are led by the enthusiasms of the child. Children make satisfactory progress in their learning and development. Most aspects of children's welfare is promoted. Links have been developed with parents, which ensure that they are kept informed about their child's day. The childminder assesses the quality of service, care and education sufficiently well and is able to identify strengths and areas for further improvements.

What steps need to be taken to improve provision further?

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child and match these observations to the expectations of the early learning goals
- develop assessments further so that you carry out an assessment for learning of what you do every day when you observe children and note their interests or abilities
- develop procedures where parents can review their children's progress regularly so that they can contribute to their child's learning and development record and to support and extend their children's learning at home.

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

- ensure that the premises are safe and secure
(Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 09/03/2009
- conduct a risk assessment which identifies aspects of the environment that need to be checked on a regular 23/03/2009

basis and maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment)

The leadership and management of the early years provision

The childminder provides a welcoming environment which helps children to feel secure and valued. There is a varied range of resources and furniture which are age and ability appropriate, which is well maintained and checked on a regular basis. The focus of activities is on the child as an individual which enables them to achieve as much as possible. A selection of resources is made available each day for young children while older children can select from the storage cupboard. This helps to develop their independence. Most necessary records are in place. The childminder has checked the home environment to minimise hazards for children. However, no record has been maintained which identifies any risks. Some areas have been overlooked such as the back door is not secured to stop unwanted visitors entering the premises. The record and security aspect are welfare requirements, which results in her not meeting the specific legal requirement. Children are appropriately safeguarded as the childminder has a suitable understanding of the signs and symptoms of abuse including procedures to follow should she have any concerns. All of the recommendations raised at the previous inspection have been met. For example, a record is maintained of administered medication which is countersigned by the parent. Accident records are available for individual children to maintain confidentiality and parents have been informed about how to make a complaint.

Effective settling in procedures ensures that the childminder develops a understanding of the child's likes and dislikes. As a result, children settle in really well and are actively interested in the activities provided. Parents receive a summary of the childminders policies and procedures to help them understand how the provision operates. Time is set aside each day to talk with them about their child's day. However, information recorded in the child's journal is not shared to help parents understand more about their child's development and to help them continue their child's learning at home. The childminder has basically assessed the service she offers and has highlighted areas for further improvement, such as attending more training courses and developing her record keeping further.

The quality and standards of the early years provision

There is some planned, purposeful play and exploration for both in and out of doors each day. Activities and interest are led by the enthusiasms of the child. A well established routine ensures that children visit an activity such as toddler group or the park. They make satisfactory progress towards the early learning goals. The childminder is able to explain how she found out what children were able to do when they first started and what they are capable of now. However, she has a basic knowledge of the early year's foundation stage regarding observing and assessing children's development. She has started to carry out infrequent

observations which she records but has not linked them into the early years foundation stage. This results in her not being able to clearly identify what the next step will be in children's development.

Children settle well into the environment happily leaving their parent on arrival. The childminder provides resources and activities that offer children several different learning opportunities at a time. For example, the childminder and child build a track, colours are talked about, size language is used such as big and tall and different words are repeated for the child to help them learn to say the word. Children have opportunities to learn to appreciate being outdoors. Feeding squirrels at the park develops discussion about their habit of burying the nuts. An appreciation of books is developed as they look at them with the childminder in the home and visit story time at the library. The childminder explains how she would adapt activities for children of different ages and abilities to ensure that they have equal access. For example, as children get older, board games would be introduced where they would learn to count the spots on the dice and the spaces as they move round the board, younger children would be involved in the counting.

Children's behaviour is managed sensitively and positively by the childminder. She recognises and praises their achievement which gives children a positive attitude towards learning. Though no children currently attend with additional learning needs or disabilities, the childminder demonstrates an understanding of how she would adapt her practice to help them to learn and develop. Children's awareness of their own safety is developed through practicing emergency evacuation procedures to help them understand what to do should the situation arise. Their health and well-being is promoted. Healthy snacks and meals are provided. Children help with the preparation which generates discussion about what is healthy. They visit the supermarket where they can select fruit and vegetables that they have not tried before to develop their awareness further. Appropriate procedures are in place should a child fall ill while in her care and exclusion periods are explained to parents.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR5.3) 09/03/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Compulsory Childcare Register section of the report (CR5.3) 09/03/2009

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.