

Inspection report for early years provision

Unique reference number	EY315323
Inspection date	16/01/2009
Inspector	Janet Fairhurst
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 2005. She lives with husband and sons aged 15 and 20 years. Their home is situated close to Consett town centre. There are schools, pre-schools and toddler groups nearby, as well as shops, parks and local amenities. The whole of the ground floor is used for childminding purposes and is easily accessible. Toilet and hand washing facilities are also on the ground floor. An enclosed yard is available for outdoor play.

The childminder is registered to care for a maximum of six children on the Early Years Register, compulsory and voluntary parts of the Childcare Register. She is currently providing care for three children in the early years age group. She takes children to and collects them from local schools. She also takes younger children to a local toddler group.

The family has two cats a dog and two guinea pigs. The childminder is a member of the National Childminders Association and has recently completed a National Vocational Qualification level 3 qualification in Childcare and Education.

Overall effectiveness of the early years provision

The childminder knows the children very well and provides a welcoming and inclusive setting. She is a very good role model for children, fostering a positive attitude to diversity and confidence in their own abilities. The childminder has undertaken some training in the Early Years Foundation Stage (EYFS) however, she has a limited understanding of how to promote this fully. Some effective links with providers is in place, although this is not consistent for all the placements. The regulator has not been informed of changes which means not all welfare requirements have been met. Children are safeguarded and their general welfare is enhanced through the suitable practice delivered by the childminder.

What steps need to be taken to improve provision further?

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

- extend the links further to include all practitioners involved in the care of children to support the transition between settings and complement the care and learning received
- develop knowledge and understanding of the Early Years Foundation Stage to help clearly identify the next step in each child's learning and ensure they make progress towards the early learning goals.

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

- draw up a risk assessment covering all areas a child may come into contact with (Suitable premises, environment and equipment)

30/01/2009

- notify the regulator of any significant changes for example, change of name (Suitable people) (also applies to the Childcare register and voluntary Childcare register).

30/01/2009

The leadership and management of the early years provision

Children's care and safety is suitably promoted as the childminder has taken positive steps to minimise potential hazards and keep children safe. Although there are written risk assessment in place for outings, written risk assessments are not in place for indoors. However, due to the measures and procedures followed by the childminder the children remain safe at all times. The childminder demonstrates sound knowledge and understanding of safeguarding issues and the procedures to follow if concerns about children's welfare are raised. The childminder has recently changed her surname and although it was always the intention of the childminder to inform the regulator this has not been completed, resulting in the welfare requirement not being met.

The childminder has positive relationships with parents and maintains regular contact, exchanging verbal information about her service and relevant information about their children and the activities they have enjoyed. This is supported by most of the required written records. She has improved the outcomes of children since her last inspection by completing the recommendations raised which further safeguards children. The childminder has started to forge positive relationships with other providers caring for the children which means they are beginning to receive a coordinated service however, as not all children attend the same setting this approach is not consistently applied. The childminder has no formal systems in place to evaluate the service she offers. Through discussion with the childminder it is clear that she frequently reflects on the service and has realistically analysed the provision helping her to identify the strengths and prioritise the areas for improvement which will have most impact on children.

The quality and standards of the early years provision

Children are very happy and settled in the childminders care. They play well together and interact effectively with the childminder, who shows them warmth and kindness. The childminder provides an appropriate balance of adult-led and child-initiated activities to ensure children are interested and motivated to learn. The childminder knows the children well however, her knowledge and understanding of the EYFS and the areas of learning is limited and it is difficult for the childminder to clearly identify the next step in each child's learning journey towards the early learning goals. Some photographs are displayed primarily to help show parents of the activities the children have enjoyed. Due to the childminder's lack of confidence in the EYFS she is missing opportunities to use the established pictorial system to help demonstrate children's progress and show how activities may be linked to the areas of learning and early learning goals.

Children are provided with appropriate toys and equipment that helps to sustain their interest and offers challenge and stimulation. For example, both children happily play with building bricks, listen to stories and help to make cakes. Resources are stored at a low level so that they can initiate their own independent choice and decision making during the day. The childminder supports children's language development as she recognises the need to listen to them and allow them time to express themselves, chatting happily together about their experiences and what they are doing. This is extended further with the use of Makaton which she has encouraged all children to use. Counting and number recognition is supported through games such as; spot the difference, join the dots, songs and matching pairs. Children enjoy physical activity daily with walks to and from school and trips to the local park, toddler group and soft play venues. They are beginning to gain an awareness of technology as they use tools such as, a food whisk and appropriate toys, such as musical box with lights.

Children's social skills are given high priority and the effective interaction and relationship formed with the childminder and each other promote and develop their confidence and self esteem. Their individual needs are recognised and promoted well by the childminder. They behave well and the childminder ensures they are aware of simple house rules, such as sharing and taking turns. Children's achievements are acknowledged and encouraged and they receive frequent praise. Creative development is enhanced through the activities available to them. For example, children design patterns to decorate their own plant pot where they plant seeds to grow and make masks for their parties. Mark making and pre-writing skills are encouraged as the children help to make and write out party invitations thus developing their understanding that print carries meaning.

Children's health and well being is well promoted. The childminder has a current first aid certificate which means that children can be cared for appropriately in an emergency and she discusses her sick children policy with parents detailing how the risk of cross-infection will be minimised. The childminder takes account of children's dietary needs, likes and dislikes and provides them with nutritious meals which include fresh fruit, vegetables and regular drinks. Children are actively encouraged to develop an understanding of how to stay safe, for example not to climb on the furniture and to pick up toys when they have finished playing with them. The childminder practises her evacuation procedure when children are present, encourages road safety through the 'green cross code', and where appropriate ensures children are strapped into their highchairs when eating meals.

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 (CR12) 30/01/2009
- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (CR2.1) (also applies to the voluntary part of the Childcare Register) 30/01/2009
- provide a written statement of the procedures to be followed in relation to complaints (CR7.1) (also applies to the voluntary part of the Childcare Register). 30/01/2009

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 early years section of the report (CR12) 30/01/2009
- take action as specified in the voluntary Childcare Register section of the report (CR2.1) 30/01/2009
- take action as specified in the voluntary Childcare Register section of the report (CR7.1). 30/01/2009

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.