

Inspection report for early years provision

Unique reference number EY384067
Inspection date 11/03/2009
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 2008. She lives with her husband and daughter aged three years in the residential area of Roker in Sunderland. The whole of the ground floor of the childminder's home is used for childminding. She has two rabbits as pets. The childminder cares for children seven days a week from 07.30 to 18.00 for 48 weeks of the year.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two 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 several toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder offers a very warm and friendly welcome to all children and their families. She is sensitive and caring, which promotes a feeling of trust and security for both the children and their parents. The childminder provides a good range of activities to ensure all those attending have the opportunity to make good progress. She demonstrates a very positive attitude to providing an inclusive environment. This includes being willing to attend relevant training and link with other professionals to meet individual needs well. On the whole good systems are in place for the childminder to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to access further training made available by the local authority and other sources to further enhance continuous improvement.

The leadership and management of the early years provision

The childminder evaluates the care and education she provides well. She has completed a written self-evaluation form and has received feedback from parents verbally and in the form of a questionnaire. Consequently, she has been able to take a closer look at the service she provides and to assess if any changes need to be made. She identifies her strengths as her professionalism and the steps she takes to ensure children are safe, happy and healthy. She is also realistic in recognising that everyone can always improve on what they are doing. She has attended a first aid course since registering as a childminder in October 2009, which positively impacts on children's well-being. However, although she is very

willing to attend further courses in the near future, she currently has not been able to access any others. This has a slightly negative impact on continuing to improve her childminding skills.

The childminder has built very good relationships with parents. She speaks to them daily about the experiences their children have enjoyed and complements this with written diary sheets. This along with the option to borrow toys and books encourages parents to continue their children's learning at home. None of the children currently being cared for by the childminder attend another setting where the Early Years Foundation Stage is delivered. However, the childminder shows a positive attitude to liaising with other practitioners should this occur in the future, to ensure continuity and coherence.

The childminder covered safeguarding on her initial childminding training and demonstrates a sound understanding of associated issues. Therefore children are well protected. Visual risk assessments take place daily. These are recorded, which reduces the risk of accidental injury.

The quality and standards of the early years provision

The childminder has a good understanding of the Early Years Foundation Stage. The range of man made and natural resources available, results in each of the areas of learning being covered well. A very good balance of child-centred and adult-led experiences ensures appropriate challenge for their age and stage of development. The childminder's good understanding of children's individual personalities promotes effective behaviour management. Children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources which promote a positive outlook of the wider world. Children have opportunities to explore shape as they complete puzzles and experiment with shape sorting activities. A range of interactive toys and access to a laptop computer effectively promote children's information and communication skills. Their knowledge of the natural world is fostered through spontaneous and planned experiences, including collecting pebbles on the beach. The childminder's very good use of facial expression, body language, tone and intonation foster younger children's communication skills very well. This results in really nice interaction. She has started to label resources, which encourages letter and word recognition. Children delight in using their imagination, for instance as they play with the toy frogs and fish in the mirror pond. A variety of creative activities including painting, exploring musical instruments and manipulating play dough promote children's self-expression whilst having fun. The childminder spontaneously encourages children to count in their every day play and uses appropriate language, such as bigger than and smaller than. This fosters all children's mathematical thinking. Effective planning informed by regular observations of children encourages good progress. The childminder has devised individual files, which include photographs and written observations linked to the early learning goals. These are a lovely record for parents and a useful tool to record achievements and plan the next steps in children's learning.

Children are welcomed into clean and well-kept premises where they have ample

space to play. They are safeguarded well as the childminder's home is secure at all times. This is supplemented with effective procedures for adults collecting children. All children are able to explore confidently using high quality resources appropriate to their age and stage of development. The childminder provides young children with good levels of adult supervision so they take appropriate risks as part of their development. They are beginning to understand simple health and hygiene practices, including washing their hands before snack, and using paper tissues to blow their noses. This fosters children's emerging understanding of how to help stop germs spreading and keep themselves well and healthy. The childminder implements very good procedures for nappy changing, to ensure the personal care needs of the very young are met. Children do not attend if they are sick, which enables the childminder to effectively protect others from illness. They access good opportunities for physical play, including visiting the local park. The childminder also borrows different equipment from the toy library, including a large parachute for children to enjoy exploring, for instance as they crawl under it. They are active or restful through choice and babies sleep in-line with their individual needs and parents' wishes. Parents have the option to bring meals for their children. However, the childminder is more than willing to provide healthy meals and snacks. These include homemade chicken dippers, fish pie and fresh vegetables. Consequently, good lifestyle habits are effectively encouraged. All the required procedures and documents are in place to ensure children's welfare is effectively safeguarded and promoted.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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

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

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.