

Inspection report for early years provision

Unique reference number	312502
Inspection date	23/04/2009
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 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 and two adult children in the residential area of Hebburn in South Tyneside. The whole of the ground floor and the bathroom and toilet on the first floor of the childminder's home is used for childminding. She has a rabbit as a pet. The childminder cares for children on weekdays from 07.00 to 17.30 for 50 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 several 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 comfortable and homely environment for children to play in. The suitable range of resources and experiences she provides ensures each of the areas of learning is covered reasonably well. Systems for planning and observing children are being developed. The childminder demonstrates a positive attitude to welcoming all children into her home. She is willing to attend any relevant training to meet any specific needs. Since the last inspection the childminder has linked closely with a childcare support officer from the local authority, which has had a big impact on her effectively maintaining 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 develop the planning of activities, using the observations of children to plan the next steps in their learning.
- further develop resources and activities to nurture children's respect for their own cultures and beliefs and those of other people
- further develop opportunities for children to use information and communication technology to support their learning.

The leadership and management of the early years provision

The childminders has started to evaluate the care and education she provides very well. She looks closely at her practice and highlights areas for improvement. Verbal feedback from parents gives her a broader view of the service she offers. All the actions raised at the previous inspection have been positively addressed. This has resulted in all documentation being in place and an effective self-evaluation system

being implemented. The childminder sees her strengths as being the 17 years childminding experience she has, the range of activities she provides and her enthusiasm to move forward with the Early Years Foundation Stage (EYFS). She also recognises that she can develop all areas of her practice. Consequently, she is able to identify relevant training to attend and link with childcare professionals from the local authority.

Appropriate relationships with parents have been developed. Information is shared verbally to ensure they are aware of the activities their children have enjoyed. Consequently, parents are able to continue children's learning at home through highlighted experiences. The childminder has been visiting the local school for many years and has built suitable relationships with the staff. This promotes continuity of care.

Children are appropriately protected as the childminder has a suitable understanding of safeguarding issues. She has a written procedure to complement this knowledge and easily accessible contact details should she need to make a referral. Risk assessments take place daily and are now recorded. This reduces the risk of accidental injury.

The quality and standards of the early years provision

The childminder has a growing knowledge of the EYFS, which she is starting to implement. A short induction period, including visits with parents, enables children to settle into the new environment. An appropriate balance of child-centred and adult-led experiences ensures appropriate challenge for children's ages and stages of development. Children have opportunities to develop their social skills as they attend toddler groups and sit together for meals. The childminder has suitable strategies in place for managing behaviour, which are appropriate to the children's ages and understanding. She shows a positive attitude to equal opportunities. However, there are limited resources to raise children's awareness of difference and she only celebrates Christian festivals with them. This has a negative impact on nurturing children's respect for their own cultures and beliefs and those of other people. Their communication skills are suitably fostered, resulting in nice interactions between themselves and the childminder. Children's creativity is nurtured as they dance to a compact disc and enjoy cutting and sticking activities. They explore shape and develop their counting skills as they thread bobbins and plastic stars. A small selection of interactive toys is available for the children to explore. However, these are limited, which has a negative impact on children using information and communication technology to support their learning. The childminder basically plans the activities she provides for children, including trips to places of interest. She has recently developed individual books for the children, which include photographs and observations. However, the observations do not identify next steps in children's learning to inform future planning.

Children are welcomed into suitably clean and well-kept premises where they have sufficient space to play. The childminders home is generally secure with appropriate procedures being in place for the collection of children, ensuring they are adequately protected. Children experience suitable levels of supervision and

appropriate safety equipment is in place to ensure hazards are reduced. They are kept safe on outings as they learn road safety procedures and understand simple rules, such as holding hands when crossing the road. Use of the back yard, walks to the park and outings to a soft play centre provide opportunities for healthy exercise, to encourage their physical development. The childminder's flexible routine incorporates time for quiet play and rest, enhancing children's well-being. Parents provide packed meals for their children. The childminder complements these with fruit for snacks. Children are beginning to understand simple health and hygiene practices. They wash their hands after using the toilet and have individual flannels. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being.

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.	2

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?	2
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

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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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