

Inspection report for early years provision

Unique reference number	313615
Inspection date	23/04/2009
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 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 1996. She lives with her husband and two children aged 19 and 16 years in the Blackhill area of Consett. The family has a dog. The ground floor is used for childminding and there is a fully enclosed garden available for outdoor play. Schools, pre-schools shops and leisure facilities are within walking distance.

The childminder is registered to care for six children at any one time and is currently caring for ten children, six of whom are in the early age range. She is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder attends the local carer and toddler groups.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and relaxed at the childminder's home. They enjoy the plentiful play resources in a well organised play space. The childminder competently recognises their individual needs through careful discussion with parents and through effective observation. She is beginning to use self-evaluation in a positive way, identifying strengths and the priorities for development within her practice, although parents and children are not yet involved in this process. Most of the required documentation is in place and well presented.

What steps need to be taken to improve provision further?

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

- develop further the use of self-evaluation by involving parents and children in the process.

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

- outline to parents the procedures to follow if they wish to make a complaint and provide them with the regulators contact details (Safeguarding and promoting children's welfare).

10/05/2009

The leadership and management of the early years provision

Children's well-being is promoted as the childminder ensures she works with parents to find out about each child when she begins to care for them. The close liaison with parents continues as information is exchanged on a daily basis. Parents are informed about the activities their children take part in, and have opportunities to discuss their child's progress with the childminder. Parents provide

complimentary written references for the childminder expressing their overwhelming satisfaction with the service that is provided. Parents have access to the well presented policies and procedures however, parents are not informed of the procedures to follow should they wish to make a complaint or the involvement of the regulator in this process. The childminder liaises with other providers delivering the Early Years Foundation Stage (EYFS) for children to ensure progression and continuity of learning and care.

The childminder is able to protect children from harm or neglect as she has a good understanding of child protection procedures and can recognise possible signs and symptoms of abuse. The premises and equipment are in very good condition and the childminder holds a current paediatric first aid certificate. The childminder has carried out a written risk assessment of her home and all outings undertaken, as a result potential hazards to children are minimised.

The childminder is committed to continuous improvement to update her knowledge and to improve her practice. She recognises the value of continuous improvement and is beginning to evaluate her childcare provision however, at present she does not seek the views of parents or children. This means that priorities for improvement may not be as accurately targeted as they could be.

The quality and standards of the early years provision

The childminder demonstrates a clear understanding and knowledge of individual children's development and how they learn and has begun to use observation and assessment systems in order to promote children's progress. Based on observations and assessments of children's activities the childminder has begun to identify and plan for children's next steps in learning and development. Activities are very much focused on children's ideas and interests which ensures that children remain engaged and keen to learn. The environment is organised to support all children, providing accessible toys and resources.

Children are happy and relaxed in the care of the childminder. She provides gentle warmth and kindness to enable children to develop a sense of security and good self-esteem. Babies take great interest in what is going on within the environment. They receive lots of cuddles and their early communication skills are supported well through good quality interaction with the childminder. The childminder talks to them as they play, maintains excellent eye contact and gives lots of warm smiles to engage them. Babies explore a range of experiences to stimulate their sensory development as they investigate natural materials in the treasure basket. They show great curiosity and interest in the musical activity centre trying hard to press and pull the different buttons and dials. Children learn about their local environment on visits to the parks, childminder support groups and soft play centres. Children's understanding of shape, colour and number are promoted well through everyday situations; such as shopping, baking, counting steps and even identifying the numbers on the buses during their walks. Children have access to writing materials and make marks with pencils, crayons and paint. They make regular visit to the local library to look at books and enjoy listening to stories.

The childminder talks to the children about fire and road safety and teaches the children about good hygiene practices, encouraging them to wash their hands after going to the toilet and before eating. Although parents provide packed meals, the childminder ensures that healthy eating habits are established. Children use the childminder's garden where they develop a positive attitude to exercise and have daily opportunities to enjoy a variety of physical activities. They also attend children's soft play centres and toddler groups.

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.	3

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?	3
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:

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:

- devise a written statement of procedures to be followed in relation to complaints made by parents (CR7.1). 10/05/2009

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 Childcare section of the report (CR7.1). 10/05/2009