

Inspection report for early years provision

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Inspection date	14/12/2009
Inspector	Shirley Peart
Type of setting	Childminder

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 1995 and lives with her husband and adult daughter in Bedlington, Northumberland. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The whole of the ground floor and the upstairs bathroom are used for childminding purposes. There is an enclosed front garden for outdoor play.

The childminder is registered to take a maximum of six children. There are currently three children attending who are within the Early Years Foundation Stage (EYFS) age group. The childminder also offers care to one child aged five years and three children aged over eight years. All children attend on a part time basis.

She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a good understanding of child development and therefore meets children's individual needs. However, she is not using the EYFS fully in practice, to ensure that children's progress is monitored towards the early learning goals. Children play in a safe, homely environment, so that their well-being and welfare are sufficiently promoted. However she has limited written risk assessments, which are requirements of the EYFS. She has long standing, well established relationships with the parents and shares relevant information on a daily basis. She does not yet use any form of self-evaluation, which impacts on how she reviews and reflects on her practice to make improvements.

What steps need to be taken to improve provision further?

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

- complete an appropriate paediatric first aid course (Safeguarding and promoting children's welfare) (also applies to both parts of the childcare register) 11/01/2010
- conduct a risk assessment and maintain a record of particular aspects that have been checked (Suitable premises, environment and equipment) 11/01/2010
- carry out a full risk assessment for each type of outing. (Safeguarding and promoting children's welfare) (also applies to both parts of the childcare register) 11/01/2010

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

- obtain a copy of the required booklet 'What to do if you're worried a child is being abused' - summary
- become more familiar with the Early Years Foundation Stage and use the practice guidance to monitor and track children's progress against the areas of learning.

The effectiveness of leadership and management of the early years provision

All adults living in the household are suitably vetted. The childminder is clear about her responsibilities in child protection, as she knows what she would do if she had concerns about a child's welfare. However, she does not hold a copy of the required child protection booklet. The childminder's first aid certificate recently ran out and she is pro-active in aiming to renew her training in the near future. She has a good understanding of what to do if children are ill or have an accident and has all relevant parental consent for emergency treatment. Administration of medication is recorded. The childminder has a written risk assessment for the general school and nursery. However she has not conducted one for the premises, garden and outings, which are requirements. In practice she provides a safe, secure home, as she uses child safety equipment appropriately. She helps children to learn about staying safe when they are out and about by offering gentle reminders, asking them questions and following safe practices, such as, when crossing roads. Children play in a warm, welcoming home, where they are relaxed and very settled. They follow a good routine and the childminder is totally involved in what they do. Toys are in very good condition, easily accessible and age appropriate, therefore, they fully enjoy their play and learning.

The childminder has made suitable progress to the recommendations from the last inspection, which has enhanced the care and activities for the children. She explains her equal opportunities practice to parents and promotes non-stereotypical play for the children. She challenges any discriminatory remarks to ensure that children learn to respect differences and diversity. She loves her job as a childminder and has been committed to the same children from the same families for a number of years. Limited opportunities to receive advice and training have prevented her from conducting any self-evaluation of her practice. Therefore, she does not currently review and reflect on what she does well and what she would like to develop, which limits the way in which she focuses on improvement.

The childminder has friendly relationships with the parents and she is a popular choice, as most children have attended since babyhood and younger siblings take up places. She finds out all she can about the children's needs and routines from parents, they exchange information verbally on a daily basis and a good informative notice board is available. Parents are extremely pleased with the childminder and positive comments include, 'I believe that over the years my children have received outstanding care and she continues to be a reliable and committed childminder,' and 'my child has settled extremely well and flourished in this environment, they have an amazing rapport and I frequently call on her wealth of advice and experience.' The childminder has longstanding relationships with school and nursery staff, so that they exchange relevant information daily. She

also talks to children about what they do and attends special events at nursery, such as Christmas plays, so that she is fully involved and interested in the children's lives.

The quality and standards of the early years provision and outcomes for children

The childminder is not yet sufficiently familiar with the EYFS framework and therefore does not use all of the documents in practice. She takes photographs and writes observations to show what children can do and what they enjoy and she displays these nicely in their individual files for parents to see. However, as these are general observations she does not use them to analyse children's learning and development, as they are not linked to the areas of learning in the practice guidance. This impacts on how effectively she is able to monitor children's progress throughout the areas of learning and identify any possible gaps in her provision. However, she has a good understanding of the ages and stages of development and knows how to move children on in their learning when they are ready.

Children feel very comfortable and at ease with the childminder, as she is calm, caring and competent in her role. Children are all very settled and happy and enjoy a good mix of self-initiated and adult led activities that promote their learning and development and maintain their interest. For example, children collect leaves and twigs to make collage pictures, they paint their feet and hands to make prints, they regularly bake crispy cakes and ice buns and play cooperative games, such as picture dominoes, with the childminders help. They thoroughly enjoy their pretend play, as they make cups of 'tea' and 'cake' for the childminder and put the 'babies' to sleep in the buggy. When children play with simple electronic equipment and blocks, they are confident to attempt counting and some successfully recognise letters in their name and the number that represents their age. The childminder provides gentle encouragement and positive comments. This ensures that children's early reading, mathematical and information technology skills are effectively promoted.

Children are well hydrated, as their individual drinks are readily available, they choose these independently, as they know which cup is theirs. They eat a range of food which is generally healthy, such as, oven baked finger food, chicken and vegetable dinners. Their nutritional needs are appropriately met. Meal times are a lovely social occasion for the children and they know the routine. For example, they wash their hands before eating, put on their colourful aprons and sit together at the child size table. They have lovely manners, behave very well and play together cooperatively. The childminder offers lots of meaningful, positive praise and encouragement that raises children's self-esteem and confidence, helping them to make a positive contribution.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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:

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 (Welfare of the children being cared for)(also applies to the voluntary part of the Childcare Register) 11/01/2010
- provide parents with copies of the written statements of safeguarding procedures and complaints procedures (also applies to the voluntary part of the Childcare Register) 11/01/2010

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 above 11/01/2010