

Inspection report for early years provision

Unique reference number	EY284925
Inspection date	08/09/2009
Inspector	Sharon Greener

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).

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 was registered in 2004. She lives with her husband, their adult son and daughter all adults in the South Hylton area of Sunderland. The whole of the ground floor, except the utility area and the bathroom located on the first floor of the childminder's house are used for childminding purposes. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years. There are five children on roll aged from seven months to five years. She also cares for children aged over eight years. The childminder cares for children on weekdays from 7.00 am to 6.00 pm for 48 weeks of the year. She has an appropriate childcare qualification and holds a current paediatric first aid certificate. She takes and collects children from the local schools and nurseries and attends the local parent and toddler groups. The family has a pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a welcoming and inclusive environment to children and their families. She works extremely well with parents and forges positive links with others to ensure that children's needs are very well met. Effective systems are in place to monitor and evaluate the service, care and education provided and to identify and address areas for improvement. The required documentation is in place and in general is very well organised and maintained, though a couple of policy documents are in need of further refinement.

What steps need to be taken to improve provision further?

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

- ensure that the complaints procedure clearly identifies Ofsted's role and contact details
- further extend the safeguarding children policy to identify more clearly for parents the action to be taken regarding concerns of this nature.

The effectiveness of leadership and management of the early years provision

The childminder's knowledge of policies and procedures in general is very good. For example, she understands clearly the procedures to follow regarding a sick child or a lost or uncollected child. She understands the appropriate action to be taken to safeguard children from harm. However, written information shared with parents does not clearly specify the action that she would take regarding a concern of this nature. Security is very well maintained. Strict procedures are in place regarding the collection of children. Appropriate safety equipment is provided. Regular fire drills are completed and recorded. Procedures for evaluating the

quality of service, care and education are effective and identify most areas needing development very well. The childminder continues to develop her skills and practice and seeks out relevant training. She has completed training in respect of the Early Years Foundation Stage (EYFS), basic health and safety and an introduction to special needs in early years. Risk assessment procedures are good and appropriate records are kept. Space is very well organised and provides children with easy access to a very good variety of activities and learning experiences. Child-friendly storage systems allow children to self-select resources and make choices about their play as age appropriate. This helps foster their decision making and independence skills. The recommendation from the previous inspection has been met. Suitable arrangements are in place regarding the management of complaints. The childminder has a satisfactory understanding of the process. However, the policy does not clearly identify Ofsted's role, and does not give relevant contact details, though these are shared with parents.

The childminder liaises extremely effectively with parents and very positive working relationships are forged. Effective induction procedures ensure that children's admission is gradual and tailored to their needs. A series of visits to her home enables all parties to become familiar with each other, and the childminder visits children in their own home. Consequently, children settle very well. Pertinent information about children's requirements and starting points is acquired from parents and recorded. Through this the childminder establishes a very sound understanding of child's initial needs and abilities. Parents receive very good information about the service provided and the policies and procedures used, and they receive copies for their reference. Very good use is made of ongoing observations of children to assess individual children's abilities. The childminder uses information efficiently to identify the action she needs to take to support the next step in each child's learning, and to provide age appropriate resources and learning opportunities. Parents are kept very well informed of their child's progress, through ongoing verbal feedback, photographs, bi-annual review meetings and access to their child's personal records. They are actively encouraged to support their children's learning and they are kept very well up-to-date about their child's current interests and favour activities. This allows them to mirror activities at home.

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

The childminder uses her knowledge of the EYFS very well to shape and inform her practice. Children make good progress. A good balance of adult led activities and free-play is provided each day. The childminder initiates activities, such as, story telling, group games, outings, cookery and additional creative activities. Children visit places of interest, such as Sunderland Museum and Winter Gardens, the Hancock Museum in Newcastle, Tynemouth Sea Life Centre and Washington Wetlands Centre. They go for regular walks to parks and green areas. Younger children regularly attend local parent and toddler groups. This enables children to socialise with others and to develop an awareness of the local community and wider world. Questions and conversation are used very well to promote and reinforce children's learning. Children's achievements and efforts are readily

acknowledged and praised by the childminder. This nurtures children's self-esteem and confidence. Close, warm relationships are evident between the childminder and children in her care. Children are contented and approach her readily for reassurance. Very good links are made with other providers delivering the EYFS to share relevant information and support children's continuity of learning. The childminder speaks with teachers to exchange relevant information. She attends social events and often accompanies teachers and children on outings on behalf of parents.

Hygiene standards are high. The childminder has a very good understanding of relevant policies and procedures, such as the care of a sick or injured child and the administration of medication. The childminder uses positive role modelling and regular routines to help promote and reinforce children's understanding of the need to adopt good hygiene practices. This helps promote and preserve their well-being. Healthy eating is very well promoted and children have access to fresh drinking water. The childminder consults very closely with parents about any dietary needs their child may have and relevant information is recorded. She acknowledges the benefits of a healthy diet and active lifestyle. Children play outdoors each day, weather permitting and have access to a good selection of resources and activities to nurture their physical skills and development. The childminder manages children's behaviour very well. Age appropriate strategies are used calmly and consistently and explained simply to children. They respond positively and their behaviour is very good. The childminder works very well with children to help raise their awareness of safety matters. She talks to them about the need to stay close to her during outings, not to approach strangers and the safe use of resources. They take part in regular fire drills and practise road safety. Children's awareness of diversity and the wider world is well promoted through their access to a suitable selection of resources, activities, discussion and good role modelling by the childminder. For instance, she made effective use of an activity during which children looked at and compared their hair colouring, colour of their eyes and skin. This was a good opportunity to recognise and discuss differences in a positive way. Suitable arrangements are in place to support children who speak English as an additional language. The childminder has a very good understanding of how to support children with special educational needs and/or disabilities. She works with parents and other professionals to ensure children get the help and support they need. For example, she has assisted a parent in seeking out relevant professionals and agencies to obtain support for her child and has gone with them to appointments. Feedback from parents is most positive. One parent stated that she was 'very pleased with care and education her child received' and that she was 'very well informed about how her child was progressing and about policies and procedures' and that her child 'loved the childminder'.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

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

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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

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