

## Inspection report for early years provision

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<b>Unique reference number</b>	312443
<b>Inspection date</b>	08/09/2009
<b>Inspector</b>	Vivienne Dempsey
<b>Type of setting</b>	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 2000. She lives with her husband and children aged 14 and 15 years old, in the Marsden area of South Shields. The whole of the ground floor and two bedrooms and the bathroom located on the first floor of the childminder's house are used for childminding purposes. There is an enclosed garden for outside play. The family has a pet cat.

The childminder is registered to care for a maximum of five children at any one time and is currently minding two children in the early years age range. All children attend on a part time basis. The childminder walks children to and from local schools. She attends local carer and toddler groups regularly each week.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The childminder offers a warm and friendly service, where all children and their families are welcome. Links with other childminders and attending relevant training helps develop the service provided. The childminder has a positive attitude to continuous improvement, and seeks parents and children's views of how she can develop her service further. She recognises the uniqueness of each child and knows the children and their families well. The childminder has experience of caring for children with special educational needs or disabilities, and demonstrates a positive attitude to providing an inclusive environment for all children. The childminder has started to observe children's learning and development and shares this information with parents.

## **What steps need to be taken to improve provision further?**

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

- continue to develop risk assessments for each type of outing and review before each specific outing
- continue to develop systems for planning activities and observing children's learning and development
- develop systems for self-evaluation
- continue to develop links with parents and partners, for example, develop information collected from parents regarding children starting points.

## **The effectiveness of leadership and management of the early years provision**

The childminder has attended safeguarding training in the past and demonstrates a suitable understanding of associated issues. This helps to protect children appropriately. Risk assessments are in place for the childminder's home, garden and general outings. However, each type of outing is not fully risked assessed,

which does not fully protect children's welfare. A suitable range of policies and procedures are in place, these are shared with parents keeping them informed of the service provided.

A suitable range of resources are easily accessible for children, giving them choices about what they do. Discussions with the childminder demonstrates the childminders awareness of the strengths and some areas for development of the provision she provides. She gains feedback from parents and children to widen the view of the service she offers. However, plans for self-evaluation and future development are not fully in place.

Children are involved in a suitable range of activities to promote their awareness of equality and diversity. For example, they enjoy Mehndi hand painting, making Eid cards and their own pray mat. Positive relationships have been developed with parents and partners, which helps to promote children's learning and development. There is a regular exchange of information, with parents providing them with adequate information on how well their children are achieving, their well-being and development. The childminder collects a suitable range of information and works closely with parents and other agencies to meet the individual needs of all children. However, information regarding children's starting points is not clearly sought or used to ensure children make sufficient progress in the learning and development.

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

Children are very happy and settled in the childminders care. They have developed very good relationships with the childminder and her family. Parents are very pleased with the service provided and comment on the friendly family atmosphere. The childminder has an adequate understanding of the Early Years Foundation Stage learning and development requirements. As a result children are making sufficient progress towards the early learning goals. The childminder has begun to make simple, written observations of children do and enjoy. However, these are not used to plan for the next steps in children's learning and development.

The childminders positive approach to equal opportunities contributes to developing children's awareness of the wider community. She provides a suitable range of activities and resources to help promote children's awareness of difference. Children confidently follow safety and health routines, for example, children independently tidy away toys when they have finished playing with them, and wash their hands after using the bathroom. This demonstrates their understanding of dangers and how to stay safe. Children enjoy regular opportunities for large physical play. These include exploring the large climbing equipment, playing ball games and visits to the local parks. A range of books are available for children to look at independently and with the childminder. Children enjoy snugglerling into the childminder while reading stories, and eagerly join in with action and number rhymes. All of which helps to develop children's language, literacy and numeracy skills.

Children are welcomed into a suitable clean and safe home, where they have sufficient space to play. They experience suitable levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. Children are suitably kept safe on outings as they learn about road safety and understand simple rules, such as holding hands. The childminder ensures drinks are available at all times, helping to keep children hydrated. She provides a healthy range of light snacks and meals. The children grow their own fruit in the garden, such as apples, raspberries and plums. They help the childminder pick and wash the fruit to use in baking activities developing children's awareness of healthy eating.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
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:	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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