

Inspection report for early years provision

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Inspector	Cathryn Parry
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.

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Description of the childminding

The childminder was registered in 1999. She lives with her husband and one adult daughter in the residential area of Gateshead in Tyne and Wear. The whole of the ground floor and the bathroom on the first floor of the childminder's home is used for childminding. The childminder cares for children on weekdays from 7.30am to 6pm 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder demonstrates a warm and caring nature, which is conducive to making all children and their parents feel welcome. The variety of experiences she offers gives children the opportunity to make progress. Some areas of learning are covered better than others. She is developing systems for planning activities and observing children. The childminder attends training to ensure continuous improvement is satisfactorily maintained. Most of the suggested publications and documentation are in place.

What steps need to be taken to improve provision further?

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

- develop effective systems for planning activities and observing children, including matching observations to the expectations of the early learning goals and identifying individual learning priorities
- make available resources and activities to nurture children's respect for their own cultures and beliefs and those of other people, as well as an understanding of people's different needs
- obtain the publication 'What to do if you are worried a child is being abused - Summary'
- update the record of risk assessment to include any assessments of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

The childminder has attended safeguarding training and demonstrates a suitable understanding of associated issues. Therefore children are adequately protected. A safeguarding policy is in place, however the childminder does not have the publication 'What to do if you are worried a child is being abused - Summary'. Consequently, it is difficult to follow the guidance set out in it. Risk assessments take place daily to reduce the chance of accidental injury. However, these are not all recorded. This has a slightly negative impact on children being fully protected.

The childminder satisfactorily evaluates the learning and development opportunities she offers. She has started to complete a self-evaluation form to help her focus on her strengths and areas for improvement. Verbal feedback from parents is also gained to give her a more comprehensive view of the service provided. The recommendations from the previous inspection have been positively addressed. This has a favourable impact on children's welfare. The childminder is currently undertaking an NVQ level 3 childcare course, which helps her to further develop her knowledge and understanding of related issues. Resources are made available to children at their height to encourage free choice and independence. These are rotated to maintain children's interest.

The childminder has built friendly relationships with the parents. She speaks to them on a daily basis to ensure they are aware of the experiences their children have enjoyed. They are then able to continue their children's learning at home through highlighted activities. Some links have been made with other providers where children receive care and education in more than one setting. This promotes continuity and cohesion. The childminder has some experience of caring for children with special educational needs and/or disabilities. She demonstrates an appropriate attitude to linking with other professionals to meet any specific requirements.

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

The childminder has attended some training on the Early Years Foundation Stage and demonstrates a reasonable understanding of how to implement it. She complements the selection of resources she has with trips to places of interest and toddler groups. Children behave well and are beginning to understand the consequences of unacceptable behaviour to others. The childminder's suitable approach to equal opportunities contributes to children's growing knowledge of the wider community. Some related resources are readily available for children to explore, such as books showing different cultures and dolls with different skin tones. However, these are limited and not all suitable for younger children. Consequently, they do not effectively nurture children's awareness and understanding of difference. A wide selection of books is available for children to look at independently and with the childminder. Jigsaws encourage children's problem solving and reasoning skills. Their knowledge of the living world is

promoted as they plant potatoes and peas and look at squirrels when they go for walks. Children have fun as they participate in creative activities, including manipulating play dough, making Christmas cards and drawing. The childminder plans her days around visits to different places and children's interests. She had started to make observations of individual children but has not continued these. She did not link them to the expectations of the early learning goals or identify next steps in the children's learning. Consequently, it is difficult to see progress made in order to inform future plans.

Children are cared for in a well-maintained environment, where toys and equipment are cleaned regularly. They are beginning to understand simple health and hygiene practices. Examples of this are where they wash their hands after using the toilet and use paper tissues to blow their noses. Parents are contacted to collect their children should they become ill after arriving at the childminder's home. This reduces the risk of cross infection. Children have regular opportunities to enjoy large physical play. These include using large climbing equipment in the park and visiting a soft play centre. The childminder is sensitive to children's individual needs and encourages them to sleep in-line with their routines and parents wishes. Parents can provide food for their children if they wish. However, the childminder also provides regular meals, including Yorkshire pudding, sausage and vegetables, chocolate mousse and fruit. Children are kept safe on outings as they learn road safety procedures and understand simple rules, such as walking on the inside of the pavement. Appropriate safety equipment is in place within the childminder's home which reduces the risk of accidents. All relevant documentation with regard to health, including specific dietary needs and consent forms

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	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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	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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