

Inspection report for early years provision

Unique reference number	EY267910
Inspection date	07/10/2009
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.

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Description of the childminding

The childminder was registered in 2003. She lives with her two children aged seven and 12 years in the residential area of Peterlee in County Durham. The whole of the ground floor and the bathroom on the first floor of the childminder's home are used for childminding. 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 five children aged under eight years. There are currently five children on roll in the early years age range, and one child aged between five to under eight years. She also cares for children aged over eight years. The childminder cares for children on weekdays from 7am to 6pm for 49 weeks of the year. She has completed a relevant training course. She takes and collects children from the local schools and nurseries and attends the local parent and toddler groups. The family has two pet goldfish.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming and inclusive environment for all children and their families, though resources to promote diversity are lacking in some aspects. She demonstrates a suitable knowledge of the Early Years Foundation Stage and children make satisfactory progress. She works well with parents and other professionals in order to meet children's individual needs. The quality of service, care and education provided is assessed and evaluated sufficiently well and areas for further improvement are identified and tasked accordingly. The required documentation is in place and most is suitably organised, however, risk assessments do not record full details of appraisals carried out and are not signed and dated. In general safety is well maintained.

What steps need to be taken to improve provision further?

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

- provide resources that help promote all aspects of diversity, particularly those in respect of disability and gender
- ensure that the garden gate and storage shed are secured appropriately, and further develop risk assessment procedures to help improve safety
- ensure medication record sheets are readily available for use if required, and that risk assessment records are signed and dated
- continue to develop systems of evaluating the service, care and education provided to effectively support continuous improvement
- continue to develop knowledge of the Early Years Foundation Stage, and systems of monitoring and assessing children to support their learning.

The effectiveness of leadership and management of the early years provision

In general suitable risk assessment procedures are in place. However, the garden gate is not secured and the doors of the storage shed are left ajar. Appropriate risk assessment records are kept, though these are not signed and dated. Suitable safety equipment is provided. Regular fire drills are completed and recorded. The childminder has a satisfactory knowledge of policies to help promote and preserve children's welfare. For example, she understands well the procedures to follow regarding a lost or uncollected child, the management of complaints and the action to be taken to safeguard children from harm. She has completed safeguarding training and has the recommended literature and contact details for reference purposes. Good procedures are in place regarding the collection of children. The childminder evaluates the quality of service sufficiently well and most areas for improvement are identified and tasked accordingly. Actions and recommendations from the previous inspection have been addressed appropriately. The vast majority of the required documentation is in place and is well maintained. However, medication record sheets are not readily available for use if required.

The childminder makes good use of the available space, in particular the playroom is child friendly and welcoming. A suitable variety of age appropriate resources and activities are made accessible to children within the constraints of safety. However, those to raise children's awareness of disability and gender issues are limited. Children are able to self-select resources and make decisions about their play. This helps nurture their decision making and independence skills. Children's awareness of diversity and the wider world is suitably promoted. The childminder presents as a good role model to help promote and reinforce differences in a positive way. Appropriate arrangements are in place to support children who speak English as an additional language or those with special educational needs and/or a disability. The childminder is able to describe satisfactorily how she would work with parents and other professionals and agencies to meet children's needs. She understands the need to adapt activities and provide suitable resources, equipment and support where necessary to allow children to learn at their own level and pace.

The childminder has built suitable links with others delivering the Early Years Foundation Stage (EYFS). One child attends a local nursery and she has spoken to teaching staff and exchanged relevant information with them to help support the child's continuity of learning. The childminder works well with parents. Good induction procedures ensure that pertinent information is obtained and recorded. This allows the childminder to assess children's initial starting points and needs effectively. Parents and children visit the childminder's home several times to enable all parties to become familiar with each other. Children are introduced gradually into the childminder's care and they settle very well. Parents are well informed of the service provided and written policy documents are shared with them. They are asked to keep the childminder informed of any relevant information that may have an impact on the continued care of their child. There are suitable systems in place to keep parents informed of their child's progress and general events of the day. For instance, regular verbal feedback and respective parents access to their child's personal records. Parents are kept suitably up-to-

date regarding their child's preferred activities and particular interests. For example, one young child's current interest in filling and emptying containers. This allows parents to mirror activities at home to support and reinforce their child's learning. Various cards from parents and a letter gave positive feedback about the service provided.

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

The childminder demonstrates a satisfactory understanding of the EYFS. A good balance of adult led activities and free-play is provided each day. For instance, the childminder initiates activities, such as special creative activities, story time and outings. Children visit places of interest, such as, a children's farm, parks and play areas, the library, Sunderland Museum and Winter Gardens and Monkwearmouth train station. Younger children regularly attend local parent and toddler groups each week. These outings provide children with additional learning opportunities, and allow them to socialise with others and develop an awareness of the local community and wider world.

Children make satisfactory progress towards the early learning goals. By observing the children the childminder acquires a suitable understanding of their individual capabilities and needs. She records some basic information about individual children's developmental progress and identifies the action to be taken to support the next step in each child's learning sufficiently well. Through this she is able to plan a satisfactory range of age appropriate activities and learning experiences for children. The childminder supports and reinforces children's learning appropriately through the use of open-ended questions and discussion. For example, she engages well with children during play and encourages them to describe what they are doing. She listens to them, observes them and responds accordingly to support and enhance their learning. For example, a young child played happily with a cash register and toy money and the childminder extended this play by providing a shopping basket and toy food items. The childminder recognises and praises children's efforts and achievements readily. For instance, a very young child's ability to use a brush to brush a dolls hair. This positive acknowledgement helps nurture children's confidence and self-esteem.

Very close relationships are evident between the childminder and the children in her care, and they interact warmly with her. Children turn to her for comfort and reassurance. Hygiene standards are good. Relevant policies and procedures are used well to promote and preserve children's well-being. For instance, the childminder has an appropriate understanding of the action to be taken regarding the care of a sick or injured child, the administration of medication and accident management. She uses positive role modelling and regular routines well to help promote and reinforce children's understanding of the need to adopt good hygiene practices. Healthy eating is suitably promoted. Parents are closely consulted about any dietary needs their child may have and relevant information is recorded. Children's awareness of healthy eating is well promoted through discussion, cookery and food tasting activities. They have access to fresh drinking water and other suitable drinks. The benefits of an active lifestyle are well promoted. Children

go for regular walks and weather permitting play outdoors each day. Whilst in the garden a very young child enjoyed watching a cat when it visited the garden briefly. A good selection of resources and equipment is provided to enable children to develop and test their physical skills, such as, a swing, slides, a climbing frame, bats and balls, tricycles and other wheeled toys.

The childminder has a good understanding of behaviour management and uses age appropriate strategies well. For example, distraction is used with younger children and older children are given simple explanations and reminders of the rules and boundaries. They respond positively and are very well behaved. Children's awareness of safety is suitably promoted. The childminder talks to them about pertinent matters, such as, stranger danger, the safe use of resources and staying close to her when outdoors. Road safety is practiced and regular fire drills are completed and recorded.

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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