

Inspection report for early years provision

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| Unique reference number | EY388064 |
| Inspection date | 18/11/2009 |
| 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.

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 2009. She lives with her husband and two children, aged 17 years old and 15 years old and grand daughter aged 11 months old in the residential area of South Shields in South Tyneside. The whole of the ground floor of the childminder's home is used for childminding. The childminder cares for children on weekdays from 8am to 6pm for 46 weeks of the year.

The childminder is registered to care for a maximum of six children under eight years old at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years old to 11 years old. 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 offers a warm and friendly welcome to all children and their parents. She provides a suitable range of experiences to give children the opportunity to make progress. Some areas of learning are covered better than others. Systems for planning activities and observing children are being developed. The childminder demonstrates a positive attitude to providing an inclusive environment. She links with childcare professionals from the local authority to ensure continuous improvement is maintained. The childminder has most of the suggested publications in place.

What steps need to be taken to improve provision further?

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

- develop further systems for planning activities and observing children, including identifying next steps in their learning and involving parents as part of the ongoing observation and assessment process
- develop resources and activities to nurture children's understanding of people's different needs
- obtain the publication 'What to do if you are worried a child is being abused - Summary'

The effectiveness of leadership and management of the early years provision

The childminder has covered safeguarding in her initial childminder training and demonstrates a suitable understanding of related issues. Consequently, children are appropriately protected. A safeguarding procedure is in place, however the

childminder does not have the publication 'What to do if you are worried a child is being abused - Summary'. It is therefore difficult to follow the guidance set out within it. Risk assessments take place daily to reduce the chance of accidental injury. Children's welfare is appropriately safeguarded as the childminder and other household members have had suitable checks completed.

The childminder adequately evaluates the learning and development opportunities she offers. This includes gaining verbal feedback from parents to give her a broader view of the service provided. She has positively addressed the action raised at the registration visit. This has resulted in her obtaining a first aid certificate, which impacts favourably on children's well-being. A range of training courses have been attended to further develop the childminder's knowledge and understanding of childcare related issues. Resources are stored at the children's height to encourage free choice and independence.

The childminder has built appropriate relationships with parents. She speaks to them on a daily basis to ensure they know the experiences their children have enjoyed. This enables them to continue their children's learning at home through highlighted activities. The childminder does not have any experience of caring for children with special educational needs and/or disabilities. Nevertheless, she is willing to attend any specific training and link with other professionals to meet children's individual needs. There are currently no children attending who receive education and care in more than one setting. However, the childminder shows a suitable understanding of the benefits of sharing relevant information with other practitioners to ensure continuity and coherence.

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

The childminder demonstrates a suitable understanding of the Early Years Foundation Stage and implements it appropriately. She uses a positive and consistent approach to managing behaviour, which takes into account children's understanding and maturity. The childminder's suitable approach to equal opportunities contributes to children's growing knowledge of the wider community. However, although there are some resources showing positive images of different cultures and traditions, there are none regarding disability. This impacts negatively on children developing an awareness and understanding of people's differing needs. Children enjoy looking at the small selection of age-appropriate books, both independently and with the childminder. They become familiar with different concepts, such as big and small as the childminder describes the tower of plastic bricks. Children's knowledge of the natural world is nurtured as they visit the beach in the summer. They take pleasure in using their imagination, as they pretend to take the doll for a walk in her buggy. A variety of creative activities are enjoyed at the toddler group, which promotes children's self-expression whilst having fun. The childminder loosely plans activities around children's interests and their capabilities. She has started to develop books, including observations which are linked to the areas of learning. However, the next steps in children's learning are not identified and parents are not involved in the observation and assessment process. Consequently, the system is not fully effective to inform future planning.

Children are cared for in a clean and comfortable environment, where they are beginning to develop an understanding of good hygiene and personal care. This includes using paper tissues to blow their noses. Consequently, children's emerging understanding of how to stop germs circulating and keep themselves well and healthy is nurtured. The childminder's suitable relationship with parents and relevant procedures, ensures children are cared for appropriately when they are ill. This reduces the risk of the spread of infection. Children's knowledge about personal safety is encouraged by gentle reminders from the childminder to pick up the toys so they do not trip, road safety activities and fire drill practices. This positively contributes to children developing a sense of danger and how to keep themselves safe. Children enjoy opportunities for large physical play, including playing in the garden and visiting the park. They are active or restful through choice and babies sleep in-line with their individual needs and parent's wishes. Children are encouraged to enjoy healthy snacks and meals, including baked potatoes, chicken and fresh fruit. Systems are in place to gather information with regard to special dietary needs to ensure children's individual needs are met.

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

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| 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

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| 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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| 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

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| 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

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| 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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