

Inspection report for early years provision

Unique reference number	EY264209
Inspection date	09/11/2009
Inspector	Julie Morrison
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 2003. She lives with her husband and three children aged 11, eight and five years in West Auckland. The whole of the ground floor of the childminder's home is used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 7.30am to 6pm for 48 weeks of the year.

The childminder is registered to care for a maximum of five 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 Early Years Register and 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.

Children are cared for in a warm and welcoming environment where most documentation required to promote the effective welfare of the children is in place. The childminder gathers all relevant information from parents in order to promote an inclusive environment and as a result, has a sound understanding of children's individual needs. She has a basic understanding of the learning and development requirements of the Early Years Foundation Stage (EYFS) and plans a wide range of activities covering all areas of learning. However, procedures for observation and assessment are not yet sufficiently robust. The childminder has an adequate understanding of her areas for development, however, she has not fully implemented procedures to effectively monitor and evaluate her provision.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure evidence of public liability insurance is in place. 23/11/2009
(Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

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

- develop procedures to regularly share children's learning and development records and any other relevant information with other practitioners
- develop further systems for recording children's progress, including obtaining starting points, matching observations to the expectations of the early learning goals and identifying learning priorities

- develop further procedures to promote reflective practice, self-evaluation and identify priorities for development to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of safeguarding children issues. This is supported by a detailed written policy and a clear understanding of procedures to follow if she had a concern about a child. Most documentation required to effectively safeguard children is in place, for example, detailed risk assessments minimise the likelihood of accidents inside and outside of the home. This is supported by effective procedures to keep children safe on outings. However, the childminder did not have evidence of her public liability insurance in place during the inspection, this is a breach of the legal requirements. Children's welfare is effectively promoted as the childminder has had suitable checks completed. Consent to obtain emergency medical treatment is in place and the childminder holds a current first aid certificate. This ensures that she could respond appropriately to accidents.

The childminder has an adequate understanding of areas for improvement within her provision and has appropriately addressed all recommendations raised at the previous inspection. She discusses issues with other childminders and is committed to attending training to help to develop her practice. However, she has not further developed procedures to effectively monitor and evaluate her provision in order to promote outcomes for children.

Appropriate procedures are in place to work with parents. They receive detailed written information prior to their child starting which includes all relevant policies and procedures, along with information about how the childminder works. Regular verbal feedback, text messages and a daily diary ensures that parents are kept informed about their child's learning and care. However, the childminder has not developed effective procedures to gather information about children's starting points from parents. The childminder has good relationships in place with other providers of the EYFS. However, she has not further developed these to share information about children's individual learning and progression towards the early learning goals.

The indoor and outdoor environment are well resourced. All children have easy access to a good range of toys and equipment, which helps them to make suitable progress in their learning and development. The childminder does not currently care for any children with special educational needs and/or disabilities, however, she demonstrates a positive attitude towards ensuring that all children are fully included at the setting and to gathering information in order to meet their individual needs.

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

Children are happy and settled with the childminder. She provides a friendly environment where photographs and examples of the children's work are displayed to promote their good sense of belonging. The childminder has a basic understanding of the learning and development requirements of the EYFS. She has introduced systems to record basic observations of the children, however, these have not been effectively linked to the areas of learning. Nevertheless, the childminder does know the children well and plans a wide variety of activities across all areas of learning. Consequently, children are making suitable progress in their learning and development.

The childminder interacts well with the children. They come to her confidently for support and are secure in her care. Children are beginning to learn right from wrong as the childminder implements effective age-appropriate behaviour management techniques. For example, discussion, regular praise and encouraging children to make choices in the setting. Children respond well to this, for example, they ask, 'tidy up now?' when they are finished playing. A suitable range of jigsaws, building blocks and games helps children to begin to develop their problem solving skills. Creative and fine motor skills are developed as they enjoy exploring play dough, cutting, rolling and making different shapes. The childminder extends learning as she encourages them to name the colours of the dough and to count how many they have. Children have regular opportunities to develop their communication, language and literacy skills. They independently select books to look at or take to the childminder to read together. Singing nursery rhymes promotes children's understanding of counting and further helps to develop communication skills. The children enjoy regular opportunities to learn about their local community, for example, they go on trips to the beach and to the forest. This is supported by discussions about different cultures to help children to begin to develop their awareness of diversity. The childminder attends a variety of toddler groups, which provide children with a range of activities, such as music and dance, and opportunities to develop their gross motor skills as they climb and slide. Such activities also provide children with regular opportunities to socialise with their peers. Children are beginning to develop skills for the future as older children use the computer to look for information and young children use a variety of programmable toys.

The childminder implements effective procedures to promote children's good health. For example, individual hand towels, regular hand washing and a clear sick child procedure helps to reduce the risk of cross-infection. The children enjoy regular opportunities to be active and this is supported by planned activities, such as shopping for ingredients for children to make healthy pizzas. Practicing regular fire drills and road safety procedures helps children to begin to learn the importance of keeping themselves safe. In addition, relevant documentation to support children's welfare, such as accidents and medication are in place and up to date.

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	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	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	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified on the early years section of the report. (Suitable premises, environment and equipment) 23/11/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified on the early years section of the report. (Suitable premises, environment and equipment) 23/11/2009