

Inspection report for early years provision

Unique reference number	EY261085
Inspection date	14/12/2009
Inspector	Sharon Greener

Type of setting	Childminder
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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

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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 2003. She lives with her two children aged 14 years and 16 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 is 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 six children aged under eight years. There are currently two children on roll in the early years age range, and four children aged between five and under eight years. She also cares for children aged over eight years. The childminder cares for children Monday to Saturday from 8am to 6pm for 48 weeks of the year. She has completed a relevant training course and holds a current paediatric first aid certificate. She takes and collects children from the local schools and nurseries and attends the local parent and toddler groups. The family has a dog and goldfish.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming, inclusive environment, where children and parents are recognised and valued as individuals. She works closely with parents and forges suitable links with others to meet children's individual needs. Children make good progress towards the early learning goals. The childminder evaluates her practice very well and areas for further development are identified accordingly to support continuous improvement. The required documentation is in place, and the vast majority is very well maintained.

What steps need to be taken to improve provision further?

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

- ensure that consent to seek emergency medical treatment forms are consistently dated
- develop further risk assessment records so as to reflect in more detail the appraisals completed
- consider further how appropriate links can be established with others delivering the Early Years Foundation Stage to support children's learning as and when necessary.

The effectiveness of leadership and management of the early years provision

A suitable safeguarding children policy is in place. The childminder understands her role and responsibilities very well and has completed relevant training. The recommended child protection literature and relevant contact details are in place for reference purposes. Security is well maintained. Procedures for the collection of

children are strict. The required documentation is in place and the vast majority is very well maintained. However, one parent has not dated their consent to seek emergency medical treatment. Risk assessment procedures are good and suitable records are kept, though these do not fully reflect details of appraisals completed. Appropriate safety equipment is provided. Regular fire drills are recorded. Policies and procedures, such as, the action to take regarding an uncollected or lost child, and the management of a complaint are understood very well. Systems in place to evaluate the quality of service, care and education are used very well, to enable the childminder to identify and task accordingly areas of improvement. Previous recommendations have been addressed. The childminder is keen to continue to develop her skills and practice. She seeks out pertinent training and support and is currently studying at degree level. She has completed training in respect of the Early Years Foundation Stage (EYFS), Makaton sign language, dental health, the use of books in early years and rhythm and rhyme.

Space is very well utilised. Children have easy access to a good range of resources and activities. Child-friendly storage systems, especially those in the conservatory, allow them to make choices and self-select resources. This helps nurture their decision making and independence skills. Children's awareness of diversity and the wider world is well promoted. The childminder presents as a positive role model, and provides a good selection of resources and activities to help promote the various aspects of diversity. For instance, books, posters, play figures, dolls and paper and crayons representing different skin-tones. Festivals from other cultures are recognised, discussed and celebrated. Children receive simple, age appropriate explanations of relevant matters to help them to develop positive attitudes. The childminder is able to explain suitably how any form of discrimination, whether from an adult or child would be appropriately challenged. Satisfactory arrangements are in place to support children who speak English as an additional language. The childminder describes how she would work with parents to obtain key words and phrases in a child's home language, and use visual prompts and gestures to help develop a child's understanding of English. Good systems are in place to support children with special educational needs and/or a disability. The childminder liaises with other agencies as required. She has worked closely with a Special Educational Needs Co-ordinator to learn Makaton sign language to support a child's learning. She has given some thought as to how suitable links with others delivering the EYFS can be forged to promote children's continuity of learning.

The childminder builds good relationships with parents. Effective induction procedures ensure that relevant details about children's initial needs and abilities are obtained. This allows her to assess children's starting points efficiently. A series of visits to the childminders home enables all parties to become familiar with each other, and children settle well. Parents are very well informed of the service provided and policies and procedures used. They are actively encouraged to keep the childminder informed of any relevant information. Parents are regularly updated about their child's progress and other general information through frequent verbal feedback and photographs. Respective parents have access to their child's records and information about their child's preferred activities, interests and progress is shared with them. This allows them to mirror activities at home to support their child's learning. Feedback from parents is very positive, as reflected by the many letters and greetings cards the childminder has received.

Questionnaires completed by parents are very complimentary. In particular they comment that they value the support from the childminder, and how their children enjoy attending and progress very well.

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

The childminder's understanding of the EYFS is good and she uses it well to support her practice. Children are able to learn at their own level and pace and are very well supported and challenged. A good balance of adult-led activities is provided, such as, cookery, story time, singing and additional creative activities. Children explore their environment readily and move freely from room to room, whilst under close supervision. For example, a very young child, still somewhat unsteady on their feet, was effectively supported when attempting to negotiate the low step between the dining room and conservatory. The childminder praised the child readily when they managed the task. This helps nurture children's confidence and self-esteem. Two young children enjoyed playing together with a kitchen centre and accessories. The childminder interacted positively with them, reinforcing and extending their language and vocabulary and encouraging them to relate their play to familiar home experiences. Children regularly visit places of interest, such as, Sunderland Winter Gardens and museum, Monkwearmouth Train Station, Tweedle Farm, and the local Dene. They attend various toddler groups and take part in activities at the local Sure Start Centre. These outings provide children with additional opportunities to socialise and develop an awareness of the local community and wider world.

Close, warm relationships are evident between the childminder and children. They turn to her for comfort and reassurance and are happy and contented. The childminder uses observations well, to establish a sound understanding of children's individual capabilities and needs. She retains the vast majority of this information mentally, coupled with a small number of observational notes and photographs. The childminder has a good understanding of each child's stage of development and is able to identify the next step in each child's learning well and sets individual goals accordingly. A varied selection of age appropriate activities, resources and learning experiences are provided to support children's learning effectively and make good progress.

Children's behaviour is managed calmly and consistently, via age appropriate strategies. For example, rules are explained and gently reinforced with older children and distraction is used with younger children. The childminder understands the importance of recognising and praising positive behaviour to promote and reinforce it. Children respond positively and are very well behaved. The childminder helps raise children's awareness of safety by talking to them about matters, such as, the need to stay close to her during outings, 'stranger-danger' and the correct use of resources. They practise road safety and take part in regular fire drills. Hygiene standards are good. Positive role modelling and regular routines encourage children to adopt good hygiene practices. Pertinent policies and procedures are very well implemented. The childminder understands fully the action to be taken regarding a sick child, the administration of medication and

accident management. Parents are closely consulted about children's dietary needs and records are kept. Healthy eating is actively promoted. Children are offered a varied choice of meals and snacks, which include fresh fruit and vegetables each day. Fresh drinking water and other suitable drinks are provided. Babies are fed in keeping with their individual routines. The benefits of a healthy lifestyle are actively promoted. Children go for frequent walks and play outdoors each day, weather permitting. A good selection of resources and activities are offered to allow children to develop and refine their physical skills. All children are able to rest and sleep according to their needs.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
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	2

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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

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