

Inspection report for early years provision

Unique reference number	311782
Inspection date	05/05/2010
Inspector	Lynne Pope
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 0300 123 1231, 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: 0300 123 1231
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 1993. She lives with her partner and two adult children. They live in the residential area of Low Fell in Gateshead. The whole of the ground floor, except for the lounge, 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 six children aged 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 eleven years, who attend occasionally. The childminder cares for children from Monday to Friday from 7.15am to 6.15pm for 50 weeks of the year. She collects children from the local school and attends toddler groups on a regular basis. The family has seven dogs, two cats and two parakeets.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a welcoming environment where they are acknowledged and valued as individuals. The childminder has a basic understanding of the Early Years Foundation Stage and provides a variety of activities to promote all areas of learning. Children are safeguarded and most of the welfare requirements are met. Effective links have been developed with parents, which ensure that parents are kept informed of their child's progress. There are basic processes in place for the childminder to assess the quality of service, care and education.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment which identifies aspects of the environment, such as indoors, outdoors and any outings, that need to be checked on a regular basis. Maintain a record of these particular aspects and when and by whom they have been checked. (Suitable premises, environment and equipment)
- 19/05/2010

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

- consistently analyse and use what you have found out about the children from observations to plan for the next steps in their learning
- further develop safeguarding children procedures by obtaining the publication 'What to do if you suspect a child is being abused'
- make use of the Ofsted self-evaluation form and quality improvement

processes as the basis of ongoing internal reviews.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded as the childminder has a suitable understanding of the procedures to follow should she have any concerns about their welfare. Most documentation required for the safe and efficient management of the setting is in place. Visual risk assessments are carried out for the premises and any outings that children go on. A written policy supports this. However, a written risk assessment of possible hazards has not been completed. This is a breach of requirements. Written policies and procedures are shared with parents before their child starts, to ensure they understand how the service is run. The childminder provides a welcoming environment which helps children to feel secure and valued. Resources are provided which are based on the children's ages and stages of development. A selection is set out each day for them to make their own choices from. This develops their independence. Activities are led by the interests and enthusiasm of each child that attends and take place with regard to any likes, dislikes and specific needs that each child may have.

The childminder has made use of training opportunities to develop her understanding of childcare further. For example, she has attended a playing out road show. Actions raised at the previous inspection have been partially completed. For example, the childminder has started to carry out observations of children's activities so that she can plan to meet their individual needs. She has reviewed how the observations are completed and plans to make further improvements as part of a self-evaluation process. However, the self-evaluation process covering all her practices is very basic at present, which limits continuous improvement. This has been carried forward as a recommendation at this inspection. Recommendations raised at the previous inspection have been partially met. Children's development records are shown to parents and their child's development is discussed regularly. Though satisfactory safeguarding procedures are in place, the childminder has not ensured that she has a copy of 'What to do if you suspect a child is being abused' to support her practice. This recommendation has been carried forward at this inspection.

There are no children that attend with special educational needs and/or disabilities at present, however the childminder is able to describe how she would accommodate them and liaise with their parents and any agencies that might be involved. Satisfactory relationships have been developed with parents. Suitable procedures are in place to gather all relevant information in order to meet children's individual needs, for example, dietary requirements. The childminder has started to form links with other provisions that children attend, which ensures progression and continuity of learning and care. Through letters provided at the inspection, parents expressed their satisfaction with the care and learning that children receive.

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

The childminder has a developing knowledge of the Early Years Foundation Stage. She implements this well into her everyday practice. Information is sought from parents about their child's likes, dislikes, needs and interests when they first start. This is supplemented by the childminder observing the child to help plan the next step in their development. A basic routine is followed where they visit soft-play, toddler group and the library each week. Periodic observations are carried out of children's activities, which are recorded on the child's file. Occasionally a note is made of the next step, however, this is not done consistently to assist with planning. The childminder has a sound knowledge of each child's abilities and they are making satisfactory progress.

Children are happy and have settled well into the environment. They show a sense of trust in the childminder, relating well to her. She joins in with their activities, getting down to their level and showing that she is aware when they need help or when she should stand back and let them develop their own ideas. Their language is developing well, with children understanding what the childminder says to them, and they are starting to say clear words and sentences. They develop an understanding of numbers through everyday activities, for example, counting the balls. Their knowledge of inclusion and diversity is developed through books which include different religions and disabilities. Imagination is stimulated as they play with the dolls house and furniture, and push the dolls' pushchair around. Children's independence is developing as they attempt to fasten studs on a coat, and pretend it is a blanket for the doll. Outings to local group activities help them to learn how to mix with other children and make friends.

Children are welcomed into suitably clean and well-kept premises where they have sufficient space to play. They experience suitable levels of supervision and the childminder has ensured that the home is very secure. Appropriate safety equipment is in place to ensure hazards are reduced. On outings the childminder helps children to understand how to stay safe by talking about road safety. They benefit from healthy snacks and meals which the parents provide. The childminder has discussed healthy options with them to ensure appropriate meals are provided. The childminder has a satisfactory understanding of behaviour management. She encourages children to share resources and gives them guidance about appropriate behaviour.

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

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	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

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:

- implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email. (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 19/05/2010

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 above in the compulsory part of the Childcare Register section of the report. (Procedures for dealing with complaints) 19/05/2010