

Inspection report for early years provision

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Inspection date	11/01/2010
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 1992. She lives with her partner and son, aged 13 years, in the residential area of South Shields in Tyne and Wear. The whole of the ground floor, except the front room, bathroom and toilet on the first floor of the childminder's home is used for childminding. The childminder cares for children on weekdays from 7am to 6pm for 47 weeks of the year.

The childminder is registered to care for a maximum of six 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 one child 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 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 good.

The childminder offers a warm and friendly welcome to all children and their parents. She demonstrates a very positive attitude to providing an inclusive environment. The range of experiences she provides, including trips to places of interest, ensures children have good opportunities to make progress. Systems for monitoring children's achievements are being developed. The childminder links with childcare professionals from the local authority, to ensure continuous improvement is maintained.

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 monitoring children's progress.

The effectiveness of leadership and management of the early years provision

The childminder has attended safeguarding training and demonstrates a good understanding of associated issues. Consequently, children are well protected. Risk assessments take place regularly and are recorded for the childminder's home and outings. This effectively reduces the chance of accidental injury. The childminder has attended a range of training to further develop her childcare knowledge, which impacts positively on the quality of the service she provides. Resources are stored at the children's height to promote free choice and independence. The childminder rotates these to maintain children's interest.

The childminder has developed good relationships with parents, which are highly

beneficial to the continuity of care that the children receive. She speaks to them on a daily basis, to ensure they are fully aware of the activities their children have enjoyed. This enables them to continue their children's learning at home through highlighted activities. She gives new parents a set of her policies and procedures, to make sure they are provided with good quality information about her early years provision. There are currently no children attending who access care and education in more than one setting. However, the childminder has liaised with the local school teachers for children in the past and demonstrates a very good understanding of the benefits of sharing relevant information with other practitioners, to ensure continuity and coherence. She is keen to link with other professionals, to ensure all specific requirements are effectively met.

The childminder effectively evaluates the learning and development opportunities she provides. This includes working with other professionals, attending training, linking with other childminders, as well as gaining written and verbal feedback from parents. The recommendation raised at the previous inspection has been positively addressed. This has a favourable impact on promoting children's well-being.

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

The childminder has spent some time reading the Statutory Framework and Practice Guidance for the Early Years Foundation Stage (EYFS). She effectively implements the EYFS, ensuring all areas of learning are covered well. An induction period, including visits with parents, enables children to settle into the new environment. The childminder uses a positive and consistent approach to managing behaviour, which takes into account children's understanding and maturity. Children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources, which promote a positive outlook of the wider world. They are happy, settled and relate well to the childminder, as she joins in with their play. Good use is made of open ended questions, to encourage children to think. A wide selection of books are available for children to enjoy independently and with the childminder. Children gain an awareness of shape and their problem solving and reasoning skills are nurtured, as they explore different shape sorting, matching and sequencing activities. Their understanding of the living world is promoted when they visit the farm and discuss the sounds different animals make. Children use information and communication technology to support their learning, for example, when they use interactive resources that have lights and sound. They delight in using their imagination, for instance, as they make pretend cups of tea and share them with the dolls. The childminder plans activities around children's interests. She has developed individual books for children, which include photographs and observations linked to the areas of learning. However, it is not easy to see progress made within each area, to effectively monitor children's achievements towards the early learning goals.

Children are safeguarded well, as the childminder's home is secure at all times. This is supplemented with effective procedures for adults collecting children. They

experience very good levels of supervision and appropriate safety equipment is in place, to ensure hazards are reduced. This includes, smoke and carbon monoxide detectors, a fire blanket and electric socket covers. 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 regular fire drill practises. This positively contributes to children developing a sense of danger and how to keep themselves safe. Toys and equipment are clean and in good condition, which ensures children can play safely. Children are cared for in a comfortable environment, where they are beginning to develop an understanding of good hygiene and personal care. This is further promoted through appropriate discussions, for instance, when children are washing their hands before eating. They do not attend if they are sick, which enables the childminder to protect others from illness. The childminder can respond appropriately if children have an accident, as she is trained to administer first aid. Clear records are kept in respect of accidents and medication, and these are shared with parents. Children's well-being is enhanced through effectively planned opportunities for large physical play, either outdoors or with visits to local amenities. The childminder's flexible routine incorporates time for quiet play and rest, ensuring children's individual needs are met. Children are encouraged to enjoy healthy snacks and meals, including fresh fruit, fish dishes, vegetables and yogurts. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being.

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	2
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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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