

Inspection report for early years provision

Unique reference number	312487
Inspection date	25/01/2010
Inspector	Sharon Greener
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.

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Description of the childminding

The childminder was registered in 1999. She lives with her husband and two children aged two-and-a-half and eight years. They live in the residential area of Whitburn in Tyne and Wear. The whole of the ground floor and the bathroom and one bedroom located 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.

The childminder is registered to care for a maximum of five children aged under eight years. There are currently three children on roll in the early years age range, and no children aged between five to under eight years. She also cares for children aged over eight years. The childminder cares for children on weekdays from 6.30am to 6.30pm for 49 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 school and nursery and attends the local parent and toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder offers a warm, welcoming environment to children and their families and demonstrates a positive attitude towards promoting inclusive practice. She has a suitable knowledge of the Early Years Foundation Stage (EYFS) and children progress well. The childminder works effectively with parents and liaises well with others delivering the EYFS. Systems of evaluating the service, care and education provided are satisfactory and identify appropriately most areas for development to promote continuous improvement. In general health and safety policies are well implemented. The required documentation is in place and the vast majority is suitably maintained.

What steps need to be taken to improve provision further?

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

- ensure that parents consistently countersign medication records
- develop further procedures for monitoring and assessing children's learning and to identify their individual needs, so as to inform planning and support their progress
- ensure that the unused internal doors stored on the landing are not accessible to children visiting the bathroom unescorted.

The effectiveness of leadership and management of the early years provision

The childminder's understanding of how to safeguard children from harm is good. She is very aware of the possible signs and symptoms of child abuse. The recommended literature and contact details are available for reference purposes. Satisfactory risk assessment procedures are in place and appropriate records are kept. However, two unused internal doors stored on the first floor landing are potentially accessible to children visiting the bathroom unescorted. Suitable safety equipment is provided and fire drills recorded. The childminder has a good understanding of the procedures to be followed in respect of a lost or uncollected child. A satisfactory complaints policy is in place and she has an appropriate knowledge of how to manage and record information about complaints. Arrangements for the collection of children are strict. Children are only released to named people as designated by respective parents. Overall, the childminder evaluates the service well, the care and education provided and most areas for improvement are identified and tasked accordingly. There were no recommendations raised from the previous inspection as it was completed when there were no children on roll. The required documentation is in place, the vast majority of which is well maintained. However, not all medication records are countersigned by parents.

Space is used well to create a welcoming environment to offer children suitable access to a satisfactory selection of age appropriate resources and activities. This enables them to self select resources and make choices that help foster their decision making and independence skills. Children's awareness of diversity and the wider world is well nurtured. The childminder is a positive role model for the children. An appropriate range of resources and activities is provided to help promote and reinforce differences in a positive manner. Suitable systems are in place to support children who speak English as an additional language, or those with special educational needs and/or a disabilities. The childminder is able to explain how she works appropriately with other agencies and accesses relevant training to support children as necessary. For instance, she uses Makaton sign language to aid communication with one young child. She understands the need to adapt activities and obtain resources and equipment to meet children's specific needs as required.

The childminder is able to explain how satisfactory links will be established, when required, with others delivering the EYFS. She is able to describe how she will share pertinent information with key people, so as to support children's continuity of learning. She works very well with parents. An effective induction process ensures that relevant information is shared with parents and detailed information regarding individual children's needs is acquired and recorded. This allows the childminder to establish a sound understanding of each child's initial starting points. Parents are requested to keep her up-to-date with any relevant information that may have an impact on the continued care of their child. Parents and children complete a series of short visits to the childminder's home to allow all parties to become familiar with each other; children settle well. Systems to keep parents informed of their child's progress and general events of the day are very good. For

example, ongoing verbal feedback, access to their child's records, photographs, telephone calls and text messages. To enable parents to support their child's learning the childminder keeps them very well informed about their child's preferred activities and current interests. This enables parents to mirror activities and learning experiences at home. Feedback obtained from a parent at the time of the inspection was most positive. The parent said that 'All procedures are explained' and that 'Her child loves going to the childminder's, and she wouldn't swap her!'

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

The childminder demonstrates a suitable knowledge of the EYFS, children make satisfactory progress towards the early learning goals. Children are able to take part in activities at their own level and pace. The childminder provides an appropriate balance of adult-led and child-led activities. For example, she initiates activities, such as special creative activities, story time, singing, cookery and outings. During school holiday periods outings to places of interest are organised. For instance, to the Sage Centre, Down-On-The-Farm children's farm and the near by beach and lighthouse. Young children attend local parent and toddler groups several times each week. These outings provide children with opportunities to learn about the local environment, the wider world and to socialise with others. The childminder uses her observations and assessments of children well, to build a suitable understanding of their individual abilities and needs. Some basic information about children's developmental progress is recorded, though most is retained mentally by the childminder. This enables her to identify the action to be taken to support the next step in each child's learning. Appropriate use is made of discussion and open ended questions to enhance and reinforce children's learning. For example, when creating a picture using felt-tip pens a young child was encouraged to name the various colours and did so correctly with confidence. The child's ability to do so was readily praised by the childminder. This positive acknowledgement helps promote children's confidence and self-esteem.

Very close, warm relationships are forged between the childminder and children in her care. They respond well to her and look to her willingly for guidance, comfort and reassurance. Hygiene standards are well maintained. The childminder uses relevant policies and procedures to promote children's welfare. She has a sound understanding of the action to be taken regarding the care of a sick or injured child, the management of an accident and the administration of medication. Regular routines and positive role modelling are used well by the childminder to help children learn the importance of adopting good hygiene practices. Healthy eating is well promoted. Parents are consulted in detail, regarding any dietary needs their child may have and relevant information is recorded. Fresh drinking water and other suitable drinks are provided for children. Older children have access to a drinking water dispenser. The benefits of an active lifestyle are well promoted. Children go for regular walks and weather permitting play outdoors each day. A wide selection of resources are provided to enable children to develop their gross motor skills.

Children's behaviour is well managed through the consistent use of age appropriate strategies. For example, distraction tactics are used well with younger children and simple explanations and reminders of the ground rules are given to older children. The childminder uses the recognition and praise of good behaviour to promote and reinforce such behaviour. Children respond positively and are very well behaved. Children are helped to develop an appropriate awareness of safety and the need to preserve their own welfare and that of others, in accordance to their age and ability. The childminder achieves this through positive role modelling and the discussion of safety matters, such as road safety, stranger danger, the correct use of resources and of the need to stay close to her during outings. This helps keep children safe.

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	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	2

The quality of the provision in the Early Years Foundation Stage

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

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	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

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