

Inspection report for early years provision

Unique reference number EY266104
Inspection date 15/02/2010
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.

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 2004. She lives with her husband and two children, aged seven and 11 years. They live in the residential area of Murton in Seaham, County Durham. The whole of the ground 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 five children, aged under eight years. There are three children on roll in the early years age range and two 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 7.30am 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 school and nursery, as well as attends local parent and toddler groups. The family have a pet goldfish and a hamster.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming, inclusive environment, where children and parents are acknowledged as individuals. She works very closely with parents and forges good links with other providers. Children progress well towards the early learning goals. The childminder evaluates her practice suitably and successfully identifies areas for further development, to support continuous improvement. The required documentation is in place and the 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 records of children's attendance are made in ink rather than pencil
- ensure the complaint policy contains the correct Ofsted address, and that information pertaining to safeguarding children from harm is more easily distinguishable within the document provided
- ensure that the uncollected child policy is explicit, regarding the procedure to be implemented and the potential involvement of an external agency
- develop further methods of recording information of risk assessments completed, to reflect more accurately details of all aspects appraised.

The effectiveness of leadership and management of the early years provision

Information about the safeguarding children procedure is satisfactory. However, it is not easily accessible, as it is amongst other safeguarding literature. The childminder has a suitable understanding of the procedure to be followed and has

completed relevant training. Security is well maintained. The required documentation is in place and is generally well maintained. However, some entries in the children's record of attendance are made in pencil and the uncollected child policy does not fully inform parents of the procedures that would be implemented. Risk assessment procedures are satisfactory. Each day, prior to children's arrival, the childminder conducts a visual risk assessment of the premises. However, records of risk assessments do not include full details of all aspects appraised. Appropriate safety equipment is provided. Regular fire drills are completed and recorded. The childminder shows a suitable understanding of related policies and procedures. For example, she successfully understands the action to be taken, regarding an uncollected or lost child. Her knowledge of complaint management is satisfactory and a suitable written policy is in place. However, the Ofsted address given is incorrect. Suitable systems are in place to evaluate the quality of service, care and education provided. In general, areas for improvement are identified well and tasked accordingly. The recommendations from the previous inspection have been addressed. The childminder has completed training in respect of the Early Years Foundation Stage, food safety and catering, as well as holds a valid first aid certificate.

Space is used effectively and children are able to move freely from room to room under the close supervision of the childminder. Children have relatively easy access to a satisfactory selection of resources, to allow them to make choices and self-select activities. This helps nurture their decision making and independence skills. Children's awareness of diversity and the wider world is well promoted. They have access to a suitable range of resources to help them to gain an understanding of such matters. For example, they made paper lanterns to celebrate Chinese New Year. The childminder presents as a positive role model and uses simple explanations to help children to recognise differences in a positive manner. Arrangements to support children who speak English as an additional language are satisfactory. The childminder is able to explain suitably how she would use visual prompts and gestures and obtain key words in a child's home language to aid communication. In the past, she has used Makaton sign language to aid communication with a child. Appropriate help and support would be obtained for those children with special educational needs and/or disabilities. The childminder understands the need to liaise with other professionals and agencies as necessary, to meet children's specific needs. Good links are forged with others delivering the Early Years Foundation Stage. The childminder attends monthly meetings with key staff at the local nursery, to discuss children's progression and needs.

Very good relationships are established with parents. Effective induction procedures ensure that relevant details about children's initial needs and abilities are obtained. This allows the childminder to build a very sound understanding of each child's starting points. Children's gradual admission is managed effectively and tailored to each child's needs. Children settle very well. Parents are very well informed of the service provided and policies and procedures are shared with them. They are actively encouraged to inform the childminder of any pertinent information regarding their child, so as to help her to continue to meet children's needs. Parents are kept fully up-to-date about their child's progress and general events. This is done through the good use of regular verbal feedback, photographs and respective parent's access to their child's records. They are kept well informed

about their child's preferred activities and current interests. This enables parents to mirror activities at home to support their child's learning. For example, the childminder is currently working with a parent to reinforce a child's understanding of numbers from one to six. Feedback from parents is very positive. For example, one parent said, 'I am very pleased with the service and get plenty of information about what is going on' and 'my child is very happy'.

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

The childminder demonstrates a suitable understanding of the Early Years Foundation Stage and uses it well to support her practice. She effectively promotes and reinforces concepts, such as, mathematics and language. For instance, during play, children are encouraged to describe what they are doing and to name and count objects. The childminder initiates a suitable range of adult-led activities, such as, story telling and special creative activities, for example, sewing hand puppets and cookery. Children are able to learn at their own level and pace, and their progress is satisfactory. Children visit places of interest, such as, the library, local parks, a garden centre, the adventure play facility and ten-pin bowling. Young children regularly attend local parent and toddler groups. This allows children to socialise with others and to develop their awareness of the local community and the wider world. Children's achievements and efforts are acknowledged and praised. For instance, a young child's ability to fit a large plastic shape into a posting style puzzle. This helps promote children's confidence and self-esteem. Close, warm relationships are forged between the childminder and the children. They interact very confidently with her and initiate conversation willingly and approach her readily for help and reassurance.

The childminder makes suitable use of observations to monitor and assess children's abilities and stages of development. In general, she records information about children's developmental progress satisfactorily and uses it well to plan activities and sets suitable goals for each child. She manages children's behaviour well and uses age appropriate tactics appropriately. For instance, ground rules are explained to older children and reminders given when necessary. Good behaviour is acknowledged and praised, so as to promote and reinforce it. Children are well behaved. The childminder helps children to develop an age appropriate awareness of safety matters. For example, she reminds them to use toys safely and talks to them about stranger danger and good conduct during outings. They practise road safety and fire drills. Hygiene standards are high. Positive role modelling and regular routines are used well, to promote and preserve children's well-being. Relevant policies and procedures are understood very well and used accordingly. For example, the care of a sick or injured child, the administration of medication and accident management. Parents are consulted in detail about any dietary needs their child may have and relevant information is recorded. Healthy eating is well promoted. Children have access to fresh drinking water and other suitable drinks throughout the day. The childminder understands the benefits of an active lifestyle and encourages children to be physically active. For instance, children go for frequent walks, visit local parks and physical play facilities. A good selection of resources and activities are provided to allow children to develop and refine their

physical skills and they are able to play in the garden each day, weather permitting.

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	2
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	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

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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