

Inspection report for early years provision

Unique reference number	550064
Inspection date	29/03/2010
Inspector	Vivienne Dempsey

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 August 2001. She lives with her husband and three children aged 17, 14 and 10 in the Oakerside Park area of Peterlee. The whole of the ground floor area is used for childminding purposes. Children do not have access to the first floor. There is a rear garden available for outdoor play. The childminder lives close to a number of local amenities, including shops, parks and schools. She offers a full-time service, including after school care and school holidays. The family has two pet dogs.

The childminder is registered to care for a maximum of six children at any one time, there are eight children on roll, of whom three are in the early years age range. The childminder is also registered on both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder offers a warm, friendly and caring welcome to all children and their parents. She has a suitable range of resources for children to enjoy which cover all areas of learning. A positive attitude is demonstrated to providing an inclusive environment. The childminder has a sufficient knowledge and understanding of the Early Years Foundation Stage framework. However, one of the legal requirements has not been fully met: this impacts on the children's welfare. Systems for observation are being developed and the children experience a range of activities which take into account their likes and interests. This helps the children to make appropriate progress in their learning and development. The childminder uses the Ofsted self-evaluation tool to evaluate the provision she provides. Plans are in place for future improvements, which help to promote outcomes for all children.

What steps need to be taken to improve provision further?

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

- carry out a full risk assessment for all outings, these must be reviewed before embarking on each specific outing. (Safeguarding and Welfare) 31/05/2010

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

- develop systems to encourage parents to share what they know about their child, before the child starts to attend
- use observations and assessments to clearly identify learning priorities and plan relevant, motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a suitable understanding of her role and responsibility to ensure that the children's welfare is safeguarded. She demonstrates a satisfactory understanding of the signs and symptoms of abuse, and knows who to contact if she has a concern about a child. The childminder holds public liability insurance and clearly displays her certificate of registration. Consequently, the children are appropriately protected. Written risk assessments are in place within the home environment and the garden. However, risk assessments for all outings are not always recorded or reviewed before each specific outing, which is a breach of a specific legal requirement and results in them not being fully effective. Written parental permission is requested when children start to attend for the seeking of emergency medical advice or treatment in the future, and the childminder holds a current first-aid certificate. This ensures that she can respond appropriately to accidents, which promotes the children's well-being.

Equality and diversity are sufficiently promoted; for example, the childminder provides a suitable range of resources and activities to develop their awareness of differences. The children enjoy celebrating Chinese New Year and tasting a variety of Chinese food. The indoor and outdoor environments are well resourced. All the children have easy access to a range of good quality, sustainable toys and resources. This encourages them to make choices and contributes to the sound progress they make towards the early learning goals. Suitable procedures are in place to monitor and evaluate the provision. This includes discussing practice with other childminders, local authority advisors and parents, and using the Ofsted self-evaluation form.

Positive relationships with parents have been established. There is a regular exchange of information with parents, providing them with sufficient information on their child's care, learning and development. However, parents are not fully encouraged to share what they know about their child before the child attends, which does not fully promote outcomes for the children. Relationships with other providers have been developed to sufficiently support the children's achievements and well-being.

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

The children enjoy their time with the childminder and are happy to participate in the variety of activities provided. The childminder demonstrates a sufficient understanding of the Early Years Foundation Stage in relation to the learning and development requirements. She uses a positive and consistent approach to managing behaviour that takes into account the children's understanding and maturity. The childminder encourages the children's communication skills as she listens carefully to what they say, giving them her time and full attention. The children's creativity is nurtured as they explore play-dough and enjoy making

Easter baskets. A range of matching and sequencing games, construction toys and jigsaws develop the children's early problem-solving and reasoning skills. The childminder discusses with the children what they would like to do and plans experiences around this. She observes the children and is aware of the six areas of learning, in order to ensure progress towards the early learning goals is made. The childminder has begun to develop simple observations of activities the children have taken part in and is making links to the areas of learning within the Early Years Foundation Stage. However, the children's learning priorities are not clearly identified in order for her to plan the next steps in their development and ensure they are suitably challenged.

The children develop an interest in early mark-making as they use a variety of felt-tip pens and crayons, which helps to develop their early writing skills. They confidently count during their play and use their fingers to count to five, which promotes their understanding of numbers and develops their skills for the future. The children regularly visit the local parks, play areas and swimming pool, to develop their physical skills. This also promotes their understanding of the importance of regular exercise as part of maintaining a healthy lifestyle.

Planned activities, such as practising fire drills and discussing road safety, help the children begin to learn how to keep themselves safe. A clear sick child policy, which is effectively shared with parents, ensures that children do not attend if they are ill. This helps to reduce the risk of cross-infection. The home is kept clean and suitable hygiene procedures are promoted, to prevent the spread of infection; for example, the childminder encourages the children to wash their hands before meals and snacks.

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

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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