

Inspection report for early years provision

Unique reference number	EY400841
Inspection date	15/04/2010
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.

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Description of the childminding

The childminder was registered in 2009. She lives with her partner and three children aged 10, six and two years in the residential area of Hebburn in South Tyneside. The whole of the ground floor and the bathroom on the first floor of the childminder's home are used for childminding. She has a rabbit as a pet. The childminder cares for children on weekdays from 7am to 6pm for 48 weeks of the year.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two 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 Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and runs a toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder offers a warm and friendly welcome to all children and their parents. She is keen to provide an inclusive environment. A range of resources are offered, which gives children opportunities to make progress while having fun. Systems for planning experiences and monitoring progress are still in their infancy. Most documentation is in place. The childminder is developing links with an early years professional 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:

- update the record of risk assessment to include any assessments of risks for outings and trips
- develop further the planning of activities, using the observations of children to plan the next steps in their learning.

The effectiveness of leadership and management of the early years provision

The childminder has covered safeguarding issues on other childcare training. She demonstrates a satisfactory understanding of her role and responsibility with regard to this. Consequently, children are suitably protected. Children's welfare is appropriately safeguarded as the childminder and other household members have had relevant checks completed. Visual risk assessments take place on a daily basis within the childminder's home and for any outings undertaken. However, these are

not all recorded, which impacts negatively on their effectiveness. The childminder shows a positive attitude to attending training to further improve her childcare knowledge. A range of resources are attractively displayed at the children's height to encourage free choice and independence.

Good relationships have been developed with parents. The childminder keeps them well-informed of the activities their children have participated in. This enables them to continue their children's learning at home through highlighted experiences. She demonstrates a good understanding of the benefits of liaising with other professionals to meet any specific needs. Strong links have been developed with other practitioners where a child receives care and education in more than one setting. This promotes continuity and cohesion.

Systems for evaluating the learning and development opportunities offered are still in their infancy. The childminder recognises her strengths as being the happy and safe environment she provides for children. She also realises that there are areas that can be further developed and feels as she becomes more established as childminder she will be able to put systems into practice. An example of this is with regard to more effective planning and monitoring of children's progress.

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

The childminder has attended training which has covered the Early Years Foundation Stage. She is still very new to childminding and is beginning to implement it appropriately. Children behave well and are beginning to understand the consequences of unacceptable behaviour to others. The childminder has suitable strategies in place for managing behaviour, which are appropriate to the children's ages and stages of development and understanding. The childminder's favourable approach to equal opportunities contributes to children's positive attitudes to the wider community. This is complemented with access to a selection of related resources. Children are happy, settled and relate well to the childminder as she joins in with their play. They benefit from a flexible routine including a balance of child-centred and adult-led activities. Children's communication skills are fostered, resulting in some nice interactions between themselves and the childminder. A selection of books are available for them to enjoy independently or with others. They show an awareness of shape as they complete puzzles. Children use information and communication technology to support their learning, for example, when accessing the computer. They enjoy using their imagination, for instance, as they build different structures with plastic building bricks. A variety of creative activities promote children's self-expression while having fun. The childminder discusses how she plans activities around children's interests. She is currently looking at systems to effectively monitor children's achievements towards the early learning goals. She currently only cares for children before and after school, and occasionally during the school holidays. Consequently, she has not been able to clearly implement these systems to show progress to effectively inform future planning.

Children are kept secure through appropriate procedures for entry to the

childminder's home. They experience good levels of supervision and suitable safety equipment is in place to ensure hazards are reduced. Children are kept safe on outings as they learn road safety procedures and understand simple rules, such as staying within the childminder's sight and holding hands when crossing the road. Routines such as tidying away toys from the floor encourage children to take responsibility for their own safety. They enjoy large physical play and have a variety of outdoor toys and resources to use in the large rear garden. The childminder also takes them to the nearby park where they can negotiate various climbing equipment and enjoy exercise in the fresh air. The childminder's flexible routine incorporates time for quiet play and rest, enhancing children's well-being. Children are encouraged to enjoy regular snacks and meals, including fruit, sandwiches and yogurts. They are beginning to understand simple health and hygiene practices, including usually washing their hands before snack and after using the toilet. Children do not attend if they are sick, which enables the childminder to protect others from illness. She can respond appropriately if children have an accident as she is trained to administer first aid. The childminder also has permission in place to seek emergency medical advice or treatment for the children. 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?	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	2
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