

Inspection report for early years provision

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Inspection date	15/11/2010
Inspector	Julie Morrison
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 1992. She lives with her two adult children in the Concord area of Washington. The childminders home is accessed by two steps. The whole of the ground floor and the bathroom and toilet on the first floor of the childminders home are used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 7am to 9am and 3.15pm to 6.30pm term time only.

The childminder is registered to care for a maximum of five 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 two children in this age group. There were no children present at the time of the inspection. 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 takes and collects children from the local school on a daily basis. The childminder is able to support children with special educational needs and/or disabilities and those who speak English as an additional language. She is beginning to establish links with the local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

From discussion the childminder demonstrates a basic understanding of the Early Years Foundation Stage and provides appropriate activities to support children in their learning and development. Suitable relationships with parents have been formed and the childminder describes how she uses appropriate procedures to keep them fully informed of their child's learning and care. The childminder is aware of the benefits of sharing information with other providers of the Early Years Foundation Stage, although systems for this are not yet fully established to further support children's learning and development. All documentation required to support children's welfare is in place. Discussions with other childminders and a commitment to attending training help to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- develop understanding of the learning and development requirements of the Early Years Foundation Stage, in order to observe, analyse and use the information found out about the children to plan for the next steps in their learning
- introduce systems to promote effective communications between settings to ensure that children needs are met and there is continuity in their learning
- obtain and follow the guidance set out in the publication 'What to do if you

are worried a child is being abused' booklet.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and their welfare is protected appropriately as the childminder has a sound knowledge and understanding of the signs and symptoms of abuse. She demonstrates a sufficient understanding of procedures to follow if she had any concerns; however, she has not got the document 'What to do if you suspect a child is being abused'. This means she is not able to follow the guidance should she need to. All adults within the home have undergone all checks to ensure their suitability, this further safeguards children. Suitable safety procedures such as maintaining close observation of children at all times along with a record of risk assessments helps to ensure children are kept safe within the home and when walking to school.

The childminder demonstrates an adequate commitment to ensuring continuous improvement; for example, she describes how she attends regular training and discusses practice with other childminders. All recommendations from the previous inspection have been positively addressed. This helps to promote outcomes for children. The childminder displays a positive attitude towards equality and diversity providing an inclusive environment which makes parents and children feel welcome. She demonstrates a genuine commitment to inclusion and is aware of the importance of working with parents and other professionals to support children's individual needs. Space at the childminder's home is adequately organised to enable children to move around freely and independently. A sufficient range of resources is set out prior to children's arrival; this allows them to begin to make choices about their learning and play.

Appropriate systems have been established to share information with parents. They have access to a satisfactory range of written policies and procedures and verbal feedback ensures that they are kept informed of their child's care and learning. Recent introductions, such as a providing a bear, notebook and camera for children to take home to record what they have been doing provides opportunities for parents to get involved in their child's learning. This also helps the childminder to find out about what the children enjoy doing at home to help her to plan activities. The childminder demonstrates a satisfactory awareness of the benefits of sharing relevant information with other practitioners to ensure continuity of care. However, since children have not been attending her setting for very long, systems to share such information have not been fully established.

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

The childminder demonstrates a basic understanding of the learning and development requirements of the Early Years Foundation Stage. From discussion it is evident, that she provides children with an adequate range of activities which cover all areas of learning. However, she has not yet developed systems to

monitor their progression towards the early learning goals. The impact of this on children's learning and development at this time is however, minor. Children have only recently begun to attend her setting and at present, only attend for very short periods before and occasionally after school. The childminder describes how she is beginning to observe the children to find out what their interests are so she can use this to develop her activities and resources.

The childminder describes how she encourages children to learn through everyday activities. For example, they count how many steps as they walk to school and sing songs to encourage communication skills. The childminder further supports communication skills as she describes how she reads stories to younger children. A sufficient range of resources such as toy phones and recently introduced disposable cameras are beginning to help children to develop skills for the future. The childminder describes how she plans some activities for children when they arrive after school. However, she also recognises that sometimes children want time to relax and talk to their friends so she ensures that planning is flexible to take into account children's needs. The childminder describes how planned activities are used to provide children with opportunities to be creative. For example, painting, colouring and exploring soft dough. An adequate range of resources such as books and dolls helps to introduce children to different cultures; this is combined with planned activities such as making Easter and Christmas cards to support children's learning about the world around them.

From discussion the childminder demonstrates a suitable understanding of meeting children's welfare requirements. Their good health and well-being are appropriately promoted as they walk to and from school daily and are encouraged to adopt good practices such as washing hands after using the bathroom. The childminder states that she provides healthy snacks for children and regularly talks to them about the importance of keeping themselves healthy. Children's behaviour is appropriately managed by the childminder, through her use of age-appropriate methods, such as reward stickers and discussion. The childminder describes how children are beginning to learn to keep themselves safe. They practise road safety as they walk to school and discuss other ways of keeping safe, for example, not to go near unknown dogs. All of the required documentation is in place, such as, children's details, records of attendance and accident and medication records. This further helps to support children's welfare.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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