

Inspection report for early years provision

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Inspection date	15/11/2010
Inspector	Janet Fairhurst
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 2010. She lives with her husband and four children aged three, four, nine and 11 years in East Herrington, Sunderland. Her home is close to all amenities, including schools and shops. The whole of the ground floor of the childminder's house is used for childminding and there is an enclosed garden for outdoor play. The family has a dog and a rabbit.

The childminder is registered to care for a maximum of four children under eight. She is currently caring for six children on a part-time basis one of whom is in the early years age group. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from the local school. She provides care five days a week between the hours of 7.00am to 6.30pm.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm inclusive environment where the childminder is fully aware of their interests and capabilities. She plans and provides many good opportunities for children to learn and develop in the Early Years Foundation Stage, ensuring they make good progress in all areas of learning. The childminder fosters close working relationships with parents helping to fully support children's development and learning. She generally follows clear procedures to ensure children are kept safe and secure. She is beginning to reflect upon her practice and demonstrates a good capacity for improving what is offered to the children.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessments clearly stating when it was carried out, date of review and any action taken following a review or incident (Documentation). 15/12/2010

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

- develop further children's developmental journals, for example, by linking the observations made to the areas of learning and recording children's next steps in their learning
- practice fire evacuation regularly with the children to ensure that the procedure works and children are confident and aware of what to do in an emergency.

The effectiveness of leadership and management of the early years provision

The children are very well protected by the childminder who is confident and secure in her knowledge of child protection policies and procedures. She has a good understanding of the signs and symptoms of abuse and has attended recent training in this area. She shares child protection good practice guidance and procedures with parents so that they know what action she will take if she has any concerns. Suitability checks have been completed on all adult members who may come into contact with the children. The childminder maintains children's well-being by continuously monitoring safety issues, in and around the home, and by supervising children closely. Risk assessments are undertaken and effective action is taken to manage and eliminate risks to children. However, the records do not include all the required information as stated in the specific requirement, for example, the date it was carried out and the review date.

The play areas are well organised so that children have space to play freely and safely, with even the youngest being able to access a broad range of good quality toys and activities independently. The childminder demonstrates a genuine commitment to inclusion. She works closely with parents from the start to ensure that she is aware of and able to support each child's individual needs. For example, finding out about their daily routines, comforters and interests. Currently, no children with special educational needs and/or disabilities attend the setting. However, the childminder demonstrates a positive attitude towards ensuring that all children are fully included and to gathering all relevant information from parents in order to meet their individual needs. The childminder has not yet completed a formal evaluation of the setting. However, she has a positive attitude towards developing her practice and promoting outcomes for children. She is aware of her strengths and areas for improvement and has also identified future training she would like to undertake to ensure she is kept up-to-date with current issues and practises.

Relationships with parents are promoted and developed well. Prospective parents receive informative policies and procedures which successfully reflect the service provided. Settling-in procedures are flexible and relevant information is gathered at initial meetings to ensure children settle well. The childminder has daily conversations with parents helping to keep them informed about children's progress and care routines. Parents are also encouraged to read their child's learning journal and their comments, home observations are welcomed to give a broader picture of their child's overall progress. Feedback from parental questionnaires reflects positive views about the childminder and the service she provides. There are currently no children attending who access care and education in more than one setting. However, the childminder understands and values the need in sharing relevant information with other practitioners to ensure continuity of learning and care.

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

Children are settled at the childminder's home and they receive plenty of meaningful praise and encouragement. As a result, they are very confident and feel secure in their surroundings. Children make good progress towards the early learning goals in all aspects of their learning and development and thoroughly enjoy the time they spend in the childminder's care. The childminder makes regular observations and illustrates them through photographs and a written record to show progress. The written observations and photographs clearly show that children are participating in a range of fun and exciting activities which promote learning. However, the records do not show the links to the areas of learning or show children's next steps in their learning. From discussion with the childminder it is clear that she understands what children are learning and she is beginning to analyse her observations to help her plan for the next steps in children's individual learning.

The children enjoy a broad variety of activities which contribute to their imaginative, physical, creative and language skills; such as, role play, drawing, construction, outdoor play and listening to stories. The childminder becomes involved in the children's activities and encourages them to try something new when appropriate. This means that they are fully occupied and remain interested in their play. She asks appropriate open-ended questions that make them think and respond. For example, whilst children enjoy playing with the building bricks the childminder sensitively encourages them to observe their different colours, shapes and sizes. Children's communication skills are developing well, they have regular opportunities to listen to stories, look at picture books and sing their favourite nursery rhymes. Children access a good range of resources to enhance their creative skills and imagination. They manipulate dough, enjoy painting and sticking activities. Children enjoy acting out familiar adult roles. For example, they take great care when placing their dolls into the buggy and inform the childminder that they are going to the shops with the baby, reminding her that they have their phone with them. The childminder ensures children have daily outdoor play, such as, trips to the woods where they learn that exercise and being outdoors is lots of fun. Here they can observe the changing seasons as they collect the fallen leaves and listen to the crunching sounds they make as they walk. Children have access to and operate push-button interactive toys. This helps them to develop their understanding of cause and effect and problem solving skills.

Children's health and well-being is effectively supported. Children adopt good personal hygiene routines and wash their hands at appropriate times. Healthy eating is encouraged and children are provided with a range of healthy snacks and meals to meet their needs. The childminder ensures children have regular drinks so that they remain hydrated throughout the day. Children behave very well and respond positively because the childminder praises and encourages them effectively. They are encouraged to be kind to each other, share toys and resources, and develop good manners. Children start to learn about aspects of managing their own safety, for example, a young child understands why they must not jump on the sofa and that when they have touched the family dog they must

wash their hands. There is also an appropriate emergency evacuation procedure in place. However, this has not yet been practised with the children to see if the procedure works successfully. The childminder holds a relevant first aid certificate so she is able to deal appropriately with accidents that may occur. If children become poorly whilst in her care, good procedures are in place to ensure their comfort. This combined with the effective recording of emergency contacts, medication permission and accidents, ensures the children's health and well-being is promoted.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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