

Inspection report for early years provision

Unique reference number	312421
Inspection date	26/01/2011
Inspector	Jacqui West

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 1992. She lives with her husband and adult son. They live in the residential area of Hedworthfield in South Tyneside. The whole of the ground floor, bathroom and the computer room on the first floor is used for childminding. There is an enclosed garden for outdoor play. The childminder is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged 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 three children in this age group. She also offers care to children aged over five years to 11 years. Currently there are three children on roll in this age group. The childminder operates Monday to Friday from 7.30am to 6.30pm for 48 weeks of the year. She escorts children to and from the local school and attends toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a warm and caring nature, which is conducive to all children and their parents feeling welcome. She demonstrates a positive attitude towards providing an inclusive environment. Children benefit from a wide range of fun activities which the childminder plans to meet their individual needs. Systems to record next steps for learning are not yet fully developed. The childminder demonstrates a suitable commitment to developing her practice in order to promote outcomes for children.

What steps need to be taken to improve provision further?

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

- inform ofsted of any significant event which is likely to affect the suitability of the early years provider (Suitable people) 21/02/2011

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

- continue to develop the planning of activities and observing of children to plan the next steps in their learning
- develop further procedures to promote reflective practice, self-evaluation and identify priorities for development to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are protected well. The childminder has attended safeguarding training and demonstrates a sound understanding of associated issues. Written risk assessments are in place covering indoor, outdoor and outings, which ensures that children remain safe. However, the provider failed to inform Ofsted of any changes in circumstances which is a breach of the requirements. There is a balanced selection of resources which are alternated effectively to enable children to progress well. The childminder carefully monitors and supervises children's choice of toys to make sure they are safe and appropriate for their ages and stages of development.

Positive relationships with parents help to ensure children's individual needs are fully met. Information is shared regularly through discussions at arrival and collection times and parents have access to children's development records, thus ensuring continuity of care. Consequently, learning can continue at home through highlighted activities. There are currently no children attending who access care and education in more than one setting. However, the childminder demonstrates a suitable understanding of the benefits of sharing relevant information with other practitioners to ensure continuity and coherence. The childminder shows a positive attitude towards her career and developing her practice to promote outcomes for children. The childminder is aware of her strengths and has identified areas for improvement, such as, to review the organisation of the garden. She gathers feedback from parents, attends appropriate training and has regular conversations with other childminders to ensure continuous improvement is maintained. However, systems to fully reflect the improvements made are not fully developed. This has a negative impact on her ability to monitor the process and impact of changes made. Recommendations from the previous inspection have been fully addressed and this has had a positive impact on children's safety and welfare.

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

Children's learning and development is very well supported which leads to them making good progress in all areas. The childminder has a good understanding of child development and continues to develop her knowledge to link it to the Early Year's Foundation Stage. Children are happy, settled and relate very well to the childminder. The childminder joins in play on their level which extends their learning. For example, discussions further children's knowledge of shape and colour. The childminder skilfully adapts activities to meet the needs of children of different abilities. Children benefit from a flexible routine including a balance of child-centred and adult-led activities. They develop an understanding of acceptable and unacceptable behaviour. Consequently, children are polite and very well behaved. They work very well with their peers, for instance as they play imaginatively with the babies. Children negotiate their play as they share and take turns with limited guidance from the childminder. They have a growing understanding of the world that they live in through a variety of well planned and

spontaneous activities, such as, they grow cress and experience the change in the weather. Children's communication skills are fostered well through various activities including reading stories. They spontaneously sing songs with their peers such as 'ring and roses'. They smile with delight at their achievements. This further promotes their self-confidence. Children develop an awareness of colours as they identify them through everyday play situations. More able children explore further as they identify shapes and numbers. A variety of creative activities promote children's self-expression and gives them opportunities to explore their senses. An example of this is where children explore with corn flour. Children access a range of resources to promote their skills for the future. For example they use programmable toys with increasing confidence.

The childminder is very aware of children's individual abilities and plans activities accordingly. Consequently they are very well challenged. The childminder makes regular observations and assessments of children's learning. They are collated in individual books with detailed written explanations. Although she can fully discuss the next steps of learning these are not documented. This has a slightly negative impact on her ability to fully monitor the children's progress.

Children are cared for in a welcoming, secure and safe environment. Children's knowledge about personal safety is encouraged by gentle reminders from the childminder to pick up the toys so they do not trip, road safety discussions and regular fire drill practices. This positively contributes to children developing a sense of danger and how to keep themselves safe. Children enjoy a range of activities that contribute to good health. Regular walks to the park and outings to the soft play provide opportunities for healthy exercise to encourage their physical development. Children are encouraged to develop an awareness of healthy food choices through discussion. They enjoy nutritious meals and snacks including a range of fresh fruit, vegetables and pasta dishes. The childminder has effective systems in place to maintain good standards of hygiene and cleanliness in areas used by children. Children are beginning to develop an understanding of good hygiene and personal care. The childminder's good relationship with parents and effective procedures ensure children are cared for appropriately when ill. This reduces the risk of the spread of infection. The childminder has all the required documents in place to ensure children's health 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?	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	2
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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR12) 21/02/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR12) 21/02/2011