

Inspection report for early years provision

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Inspection date	24/03/2011
Inspector	Lynne Pope
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 1996. She lives with her husband. They live in the residential area of Blackhill, near Consett in County Durham. The whole of the ground floor of the childminder's home is used for childminding and there is an enclosed garden for outside 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 two children in this age group. She also offers care to children aged over five years. Currently there four children that attend in this age group. The childminder cares for children Monday to Friday from 7am to 6pm for 48 weeks of the year. She escorts children to and from the local school. She attends toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the childminder's care. The childminder has a good understanding of the Early Years Foundation Stage and provides a variety of activities to promote all areas of learning. Children are safeguarded and their general welfare is mostly enhanced through the suitable practice delivered by the childminder. The childminder discusses aspects of children's care with parents and shares relevant information on a daily basis. The childminder assesses the quality of service, care and education sufficiently well and is able to identify strengths and areas for further improvements.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that hazards to children are not accessible (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register).
- 24/03/2011

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

- ensure effective communication between settings to ensure that all children's needs are met and there is continuity in their learning
- provide opportunities for children to develop and use their home language in their learning and play
- develop procedures for parents to be able to review their children's progress regularly and contribute to their learning and development
- consider how children are helped to learn about the food chain and planting,

- growing, gathering, preparing and using different foods
- ensure that children's hands are washed consistently before eating.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded as the childminder has a satisfactory understanding of the procedures to follow should she have any concerns about their welfare. All documentation required for the safe and efficient management of the setting is in place. For example, children's details and accident records. Written policies and procedures are given to parents to ensure they understand how the childminder operates. Children are cared for in a mostly safe and secure environment. A detailed written risk assessment has been carried out on the parts of the property that children have access to and for any outings that they go on. However, all possible risks have not been visually checked which results in a bottle of cleaning material being accessible to children. This is a breach of regulations.

Children have plenty of space to move around in the living room and conservatory as they connect with the resources. They are stored at a low level in the conservatory so that they can make their own choices which helps to develop their independence. The childminder ensures that resources remain interesting and attractive through checking them regularly and borrowing from the toy library. The childminder has resources which reflect our diverse world, such as, dolls dressed up in cultural outfits and books that represent disability. Children use these in their everyday play. The focus of activities is on the child's interests which helps them to achieve. The childminder has made use of training opportunities to develop her understanding of childcare further. For example, she has attended sing and sign and let's talk with under fives. The recommendation at the previous inspection has been implemented through the childminder developing records of each child's development.

Satisfactory relationships have been developed with parents. Suitable procedures are in place to gather all relevant information in order to meet children's individual needs when they first start. Introductory visits to the childminder's home help new children to make the transition from their home to her care. She writes a summary of the children's day in a diary which parents can take home. Parents can access their child's development record at any time, however they have not been encouraged to contribute their own observations of their child's development at home. Some systems are in place to share children's learning and development with other settings that they attend. The childminder has a close working relationship with another childminder that children attend and they plan activities together. However, this does not include exchanging information with the nursery that they attend to ensure their needs are fully met and to promote continuity of learning and development.

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

The childminder plans and organises the systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. Information is sought from parents about their child's likes, dislikes, needs and interests when they first start and she carries out an initial assessment of the children's skills and records it in a written observation. This helps her to plan appropriate activities. She carries out periodic observations which she analyses and notes extension activities. This information is used when planning future activities.

Children from a young age gain a healthy emotional attachment to the childminder through the secure relationship they develop with her. They turn to her frequently throughout their play to reassure themselves of her presence and start to feel confident enough to explore. The childminder has a good understanding of when to interact with them and when to sit back and observe. Children's language skills begin to develop as they start to say personal words such as 'Hiya'. They respond to interactive rhymes by clapping and trying to join in. In particular they show pleasure as they choose a book to look at with the childminder. Early problem solving skills develop as they become competent in fitting jigsaw pieces into the appropriate slots on a board. Their interest in the world in which they live develops through taking part in outings in the local environment and further afield. For example, they go to the local park and, through using local transport, have visited the train museum in York and the zoo in Edinburgh. Early information technology skills progress as they press parts or lift flaps on the resources to gain a desired sound.

The childminder mostly promotes the good health of the children, though she does not always take the necessary steps to prevent the spread of infection through not ensuring that their hands are cleaned prior to snacks and meals following their activities. Healthy snacks are provided and the childminder gives advice to parents about what to provide for their meals. However, she does not have any processes in place to help children learn about making healthy choices, where foods come from and how they should be prepared. Children with English as an additional language have settled well into the setting. The childminder has found out how to greet them in their own language, however she has not provided opportunities for them to develop their home language in their play and learning. The childminder has a calm, consistent manner when caring for the children. She gives them plenty of praise for their efforts which helps to develop their self-esteem. They are learning to be independent and form relationships and so are learning skills for the future.

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	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	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	2
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:

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 (Suitability and safety of premises and equipment). 24/03/2011

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 (Suitability and safety of premises and equipment). 24/03/2011