

Inspection report for early years provision

Unique reference number	312474
Inspection date	06/04/2011
Inspector	Sharon Greener
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 in the residential area of Hebburn in South Tyneside. The whole of the ground floor of the childminder's house and the bathroom located on the first floor are used for childminding. There is an enclosed yard for outdoor play. The childminder is registered on 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 one child in this age group. There are three children on roll aged five to over eight years. The childminder cares for children weekdays from 7.30am to 5.30pm for 49 weeks of the year. Links are made with others delivering the Early Years Foundation Stage.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder welcomes children and parents into her home and recognises each person as an individual. She works well with parents and there are suitable systems of working with others to support children's learning and development. Children have access to a good range of learning experiences and make good progress. The service, care and education provided are suitably evaluated to support continuous improvement. The required documentation is in place and is appropriately maintained.

What steps need to be taken to improve provision further?

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

- develop further self evaluation procedures to help identify areas for improvement to support the continuous development of the service provided
- develop further systems for recording children's progress, including matching observations to the expectations of the early learning goals and identifying consistently learning priorities for each child to support their learning.

The effectiveness of leadership and management of the early years provision

The childminder shows a good understanding of the action to take to safeguard children from harm and has completed relevant training. A written policy is shared with parents and ensures they are aware of the procedure. Good procedures are in place for the collection of children and only designated people may collect children from the childminder. Security of the premises is well maintained. Positive steps are taken to minimise or remove hazards. A visual check of the premises and resources is undertaken before children arrive each day. Risk assessment are completed annually and satisfactorily documented. Appropriate safety equipment is

provided. Regular fire drills are completed and recorded and smoke detectors are tested on a regular basis. The childminder has a good understanding of relevant policies and procedures. For instance, those regarding an uncollected or lost child. She has a sound understanding of how to manage a complaint and informs parents verbally of the procedure during the effective induction process. However, a written complaints policy is not available for parent's reference. Systems to monitor and assess the service, care and education provided are satisfactory and identify most areas for development to support continuous improvement.

Induction procedures are effective and pertinent information is shared with parents regarding the service provided and policies and procedures in use. The childminder obtains relevant information from parents to enable her to gain a good understanding of children's needs and starting points. She makes effective use of introductory visits to ensure that children are introduced gradually and sensitively into her care. Consequently, children settle very well and are happy and contented. Parents are kept well informed about their children's learning and development and general events of the day through regular verbal feedback and access to their children's records. In turn they keep the childminder well informed of any information that may impact upon the continued care of their children. They provide frequent verbal feedback regarding their children's learning and progress which the childminder uses to inform her planning. The childminder ensures parents are kept up to date regarding any favourite activities or current interests their children may have. For example, a young child's interest in letters and writing. This allows parents to mirror activities and resources at home and support their children's learning. Good use is made of space to provide children with easy access to a good selection of resources. They are able to self select resources and make choices about their play within the constraints of safety. This helps nurture their independence and decision making skills. Children are able to develop an age appropriate understanding of diversity and have access to a suitable range of resources and activities to promote their awareness of the various aspects of diversity. The childminder presents as a positive role model to children and helps them to recognise differences in a positive manner. Suitable procedures are in place to support children who speak English as an additional language or those with special educational needs and/or a disability. The childminder has experience of caring for children from different ethnic backgrounds. She understands the importance of liaising with other professionals and agencies to ensure children's need are met. Positive links are established with others delivering the Early Years Foundation Stage to support children's continuity of learning. Relevant information about children's learning and development is exchanged with other early years professionals at settings children attend.

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

The childminder has a sound understanding of the Early Years Foundation Stage and uses her knowledge well to enhance children's learning and they make good progress. Children are monitored through regular observations and some pertinent information about their individual learning and development is recorded. However,

records do not identify the next step to take to support each child's progression, though the childminder is able to explain this well. Planning is flexible and responsive to the individual needs and interests of the children. They have access to a good range of activities and learning experiences and a variety of adult-led activities is provided to compliment children's self chosen play. Children go on regular outings to places of interest which allows them to develop an awareness of the local community, wider world and natural world and to socialise with others. Sound use is made of questions and discussion to promote and reinforce children's learning. For instance, a young child is actively encouraged to name letters and identify items which begin with that letter. The child responds eagerly and states 'G' is for goat and 'H' is for hat. Children are able to develop an age appropriate understanding of simple mathematical concepts. As reflected in a young child's ability to recognise and name primary and secondary colours, shapes and to count with confidence. For example, when looking at a sheet of stickers the child identifies which are square shaped and counts them with ease from one to forty-seven. Children have opportunities to problem solve. This is shown during a young child's imaginative play. The child is able to count how many pieces of a toy cake they will need for people they are going to invite to tea and to identify how many pieces of cake will remain. The childminder praises children's efforts and abilities enthusiastically and this helps nurture their confidence and self esteem. Close, warm relationships are established between the childminder and the children for whom she cares. This is shown in the relaxed manner in which children turn to her for reassurance and interact affectionately with her, enjoying cuddles and sharing jokes.

The childminder manages children's behaviour well through the consistent use of age appropriate tactics. For instance, the praise of positive behaviour, simple explanations and reminders of the ground rules and distraction tactics. Children respond positively to this and there are very well behaved and well mannered. The childminder helps raise children's awareness of safety through discussion, play and the practising fire drills and road safety. Matters such as, the safe use of resources, not touching electrical equipment and stranger awareness are discussed. Hygiene standards are good and the childminder presents as a positive role model to children. They are encouraged to adopt hygiene practices such as cleaning their teeth after meals and hand washing at appropriate times. For example, a young child browsing through photographs pointed to a photograph where they and another child were washing their hands at the sink. The child made comment that we were washing our dirty hands to make them clean. The childminder has a good understanding of relevant policies and procedures such as, those regarding the care of a sick or injured child, the administration of medication and accident management. Parents are consulted in detail about their children's medical and dietary needs and relevant information is recorded. The childminder recognises the benefits children gain from adopting an active lifestyle and a healthy diet. A good variety of healthy and nutritious meals and snacks are provided. Children are offered a choice of foods. For instance a young child chose an apple as their morning snack. Fresh drinking water and other suitable drinks are available throughout the day. Children are able to develop an awareness of healthy eating through activities such as, cookery, shopping for fresh fruit and sowing and tending plants in pots in the rear yard. Children are able to rest and sleep in accordance to their own needs. They have daily opportunities for physical activities both indoor

and outdoor and to access fresh air. For example, they walk to and from nursery and regularly visit local parks and green areas. A good selection of resources and equipment is provided to help children to develop, test and refine their physical skills. This helps promote and preserve children's health and 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?	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	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	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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:

- put in place a written complaints policy and share with parents to ensure they are aware of the procedure (Procedures for dealing with complaints CR7). 20/04/2011

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:

- put in place a written complaints policy and share with parents to ensure they are aware of the procedure (Procedures for dealing with complaints, CR7). 20/04/2011