

Inspection report for early years provision

Unique reference number	EY414850
Inspection date	21/04/2011
Inspector	Sharon Greener
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 2010. She lives in the residential area of Hall Farm in Sunderland. 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 garden and 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 from five to over eight years. The childminder cares for children on weekdays from 7.30am to 8pm and on weekends by request for 48 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 satisfactory.

The childminder welcomes parents and children into her home and they are acknowledged as individuals. She works suitably with parents and others to support children's learning and development. Children have access to a suitable variety of resources and they make satisfactory progress. The childminder evaluates her practice satisfactorily and areas for further development are identified sufficiently well to support continuous improvement. The required documentation is in place and is suitably maintained.

What steps need to be taken to improve provision further?

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

- improve links with other early years practitioners to support children's learning effectively
- develop systems to encourage parents to consistently contribute information about their children's development to help shape and inform planning and support children's learning
- develop systems of planning and review, informed by accurate and systematic record keeping, including information on individual children's learning and progress towards the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of how to safeguard children from harm. A written safeguarding policy is shared with parents to ensure they are aware of the procedure and the childminder's responsibility regarding safeguarding

children. Risk assessments are completed for childminding areas and outings and an appropriate record is kept. The security of the premises is well maintained. Children are closely supervised and the childminder is vigilant regarding safety matters. The childminder has a sound understanding of relevant policies and procedures, such as, those regarding a lost or uncollected child. Arrangements for the collection of children are good. Only designated people known to the childminder may collect children from her care. She has a satisfactory knowledge of how to manage a complaint and parents have access to a written policy and a poster which provides Ofsted contact details. The childminder evaluates her practice suitably and is able to identify areas for further development satisfactorily to promote continuous improvement.

Suitable use is made of space to provide children with access to a suitable range of resources and activities. They have sufficient opportunities to self-select resources and to make choices about their play. This promotes their decision making and independence. Children are able to develop an age-appropriate understanding of equality and diversity. They have access to a satisfactory selection of resources and activities to help raise their awareness of the various aspects of diversity. The childminder presents as a positive role model to children. She explains differences simply to children in an age-appropriate way to help them to develop a positive attitude towards diversity. She understands the importance of working with others to support children appropriately. Suitable links are forged with others delivering the Early Years Foundation Stage. The childminder is beginning to develop systems to share pertinent information with other early years practitioners to support children's continuity of learning. Appropriate relationships are built with parents. Satisfactory systems are in place to ensure that they receive relevant information about the service provided. Effective induction procedures enable the childminder to obtain relevant information from parents about their children's initial needs and capabilities. This allows her to establish a sound understanding of each child's starting points. Children are introduced gradually into the childminder's care and they settle well. This is achieved through a series of introductory visits to her home, which allow all parties to become familiar with each other.

Parents are asked to keep the childminder informed of any pertinent information that may impact upon the care of their children so as to enable her to continue to meet children's evolving needs. Parents are kept suitably up-to-date regarding the general events of the day and other relevant information. They have access to their children's records, including a daily diary system, and receive regular verbal feedback from the childminder. She ensures that parents are appropriately informed about their children's progress to allow them to support their children's learning. For example, and any particular interests or favourite activities they may have. However, feedback from parents is more general and does not consistently include information about their children's achievements or developmental progress.

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

The childminder has a suitable understanding of the Early Years Foundation Stage. She supports children's learning and development appropriately and they make

satisfactory progress. The childminder completes observations of individual children and makes suitable use of the information obtained to monitor and assess each child's learning. Some information about children's progress towards the early learning goals is recorded. However, this does not consistently identify the next step the childminder is to take to support children's learning. She is able to explain satisfactorily the goals set to support individual children's learning. The current priority is that of promoting young children's speech, language and vocabulary skills. Children have access a satisfactory range of resources and activities. The childminder regularly changes resources to provide variety and keep children interested and engaged. Children are suitably supported and the childminder makes appropriate use of play activities, discussion and questions to enhance and reinforce their learning. For example, during play a young child is encouraged to care tenderly for a doll. Children are able to gain an age-appropriate understanding of mathematical concepts, such as, shape, size, colour and numbers. For example, a young child states they are 'making a high tower' as they build with large plastic bricks. Children's communication, language and literacy development is suitably promoted. This is reflected in young child's ability to repeat key words when encouraged. During play with a construction set a young child is encouraged to describe what they are building and responds accordingly. Children's efforts and achievements are acknowledged and praised by the childminder. This positive reinforcement helps nurture children's confidence and self-esteem. Close, warm relationships are evident between the childminder and the children for whom she cares. This is shown in the manner in which children turn to her for reassurance, readily initiate conversation and interact affectionately with her. Children show regard for others, share toys and play together. For instance, outdoors they share accessories as they play together in the sand and share mark making and craft materials when seated at a table indoors.

The benefits of a healthy diet and an active lifestyle are suitably promoted. The childminder discusses any medical or dietary needs a child may have with their parents and relevant information is recorded. Healthy eating is promoted and children are offered a suitable variety of nutritious meals and snacks. Fresh drinking water is available and other suitable drinks are provided throughout the day. Children have daily opportunities to access fresh air and take exercise. They have access to a satisfactory range of resources and activities to allow them to develop and test their physical skills. For instance, a young child enjoys pushing a doll in a buggy around the yard negotiating other children as they move. Children regularly visit local parks and green areas and go for walks. The childminder makes sound use of behaviour management tactics. For example, she distracts very young children, and older children receive simple explanations and timely reminders of the ground rules. They respond well and their behaviour is good. Children are able to develop an age-appropriate understanding of safety and learn how to keep themselves and others safe. For instance, older children understand the need to ensure that young children do not have access to certain resources, such as, felt tip pens or small pieces of construction materials. Safety matters are discussed and explained, for example, stranger awareness and the need to use resources correctly to prevent injury. Children regularly practice road safety and take part in fire drills. Hygiene standards are well maintained. The childminder presents as a positive role model to children and they are encouraged to adopt appropriate hygiene practices. For example, hand washing after visiting the toilet

and before eating. She has a suitable understanding of relevant policies and procedures, such as, the care of a sick child, accident management and the administration of medication. This helps to promote and preserve children's health and 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	2
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

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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