

Inspection report for early years provision

Unique reference number	EY424110
Inspection date	09/09/2011
Inspector	Karen Tervit
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 2011. She lives with her two young children aged seven and 10 years. They live in West Auckland within walking distance of local amenities, including shops, schools and pre-schools. The whole of the ground floor is used for childminding purposes. There is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years of age, of these, not more than three may be in the early years age group. She is currently caring for two children on a part-time basis in the early years age range.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children and their families are warmly welcomed by the childminder. She demonstrates a positive attitude towards including all children and successfully promotes children's healthy lifestyles. The childminder has a suitable understanding of the Early Years Foundation Stage and as a result, children are making sound progress in most areas of their learning and development. Most documentation required to promote the safe and effective management of the setting is in place. The childminder is beginning to use self-evaluation as a means to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that written parental permission is in place for all children at the time of their admission, for the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 16/09/2011
- ensure the record of risk assessments clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 16/09/2011

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

- continue to build on the systems already in place for observations and

assessments to help with planning children's next steps in their learning and development

- develop the activities and resources available to help children to begin to know about other people's cultures and beliefs
- promote effective continuity and progression by sharing relevant information about children's learning and development with other provisions
- develop 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 suitably protected. The childminder has a satisfactory range of written policies and procedures in place, which effectively safeguard children. For example, medication, equal opportunities and safeguarding children. Children are appropriately safeguarded by the childminder who has a clear understanding of her role in protecting children. Clear systems are in place for dealing with complaints and the childminder makes sure parents know how to make a complaint. The childminder has completed an appropriate first aid course minimising the risks to children should they have a minor accident. She is clear about procedures to follow should a child have an accident. However she does not have written parental consent to seek emergency medical advice or treatment. Regular risk assessments are carried out and recorded. However, these do not include all necessary information, such as the date they were conducted. These are legal requirements. The childminder is confident about procedures to follow should she need to evacuate her home in an emergency and has practised this with the children, so as to raise their awareness.

The childminder has started to reflect on her practice to identify areas for further development. However, these are still in the early stages of development. The childminder's home is welcoming to all, clean and maintained to a good standard. Space and resources are used appropriately, and a selection of toys and equipment are set up by the childminder before the children arrive. These are at child level to help promote children's independence. Toys and equipment are sufficient in quantity and rotated regularly to capture children's interest. However, resources and activities to extend children's awareness of diversity and difference are more limited.

Satisfactory partnerships with parents are in place. This helps children to feel secure and ensures that information to promote their welfare is shared. Although no children with special educational needs and/or disabilities are currently attending the setting, the childminder demonstrates a positive attitude towards working with parents to ensure that she is aware of all children's individual needs. An informative range of written policies and procedures are in place which are shared with parents. The childminder has not yet established firm links with the other childminder children attend, in order that she may complement the learning taking place.

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

Children have only been attending for a short time, however they are happy and settled in the childminder's care. They obviously have a good relationship with the childminder and approach her freely and confidently. She interacts well with the children, sitting on the floor with them and asking questions about their play. The childminder has a suitable understanding of the Early Years Foundation Stage learning and development requirements. As a result, children are making sound progress towards the early learning goals. The childminder has begun to make simple, written observations of what children can do and enjoy. However, these are in the early stages of development and next steps in children's learning are not always clearly identified.

Children enjoy being creative with different materials, such as paint, glue and play dough. They enthusiastically sing favourite songs as they play. Children are developing a love of books as they listen to simple stories linked to events in their lives, for example books about potty training. They receive good opportunities to be outdoors. For example in the garden, they delight in negotiating space and practising their skills on sit and ride toys and painting the shed with brushes and water. They are beginning to develop good imagination skills as they play with dolls. Children show great interest in pressing buttons on toys and books. They are developing their concentration skills as they post the balls down the musical helter skelter and join the large plastic beads together. Children enjoy going on outings to interesting places such as, the railway museum to see the trains, the park to feed the ducks and the local soft play centre to help develop their climbing skills.

Children adopt good personal health and hygiene practices. They follow the good role model of the childminder who keeps her home clean and well maintained. Children do not attend if they are sick, which enables the childminder to protect others from illness. Age-appropriate techniques, such as discussion and distraction along with clear and consistent boundaries, are used to good effect to promote children's positive behaviour. Regular reinforcement of basic road safety contributes to children developing an awareness of how to keep themselves safe. They take part in a good range of outdoor activities either in the well resourced garden or at local parks. Children are developing their knowledge of healthy foods through a variety of planned activities and discussions. They are encouraged to try new foods and receive a healthy and varied diet while with the childminder.

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	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

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	3
The extent to which children adopt healthy lifestyles	2
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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