

Inspection report for early years provision

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Inspection date	03/01/2012
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.

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 July 2011. She lives with her husband in Bedlington. The whole of the ground floor and the first floor bathroom and back bedroom are used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family pets are a rabbit and a guinea pig.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There is currently one child on roll who within the Early Years Foundation Stage and attends on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the care of the childminder. A varied range of activities which cover most areas of learning are provided, contributing to children's steady progress in learning and development. Effective partnerships with parents are in place. However, some legally required written parental permissions and information are not in place to fully safeguard children. Although she has only been caring for children for a relatively short time, the childminder has made a positive start and is keen to develop the provision. Consequently, there is a satisfactory capacity for 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 requested for the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 17/01/2012
- record children's date of birth and maintain a daily record of the names of the children looked after on the premises, including the dates and hours of attendance (Documentation). 17/01/2012

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

- develop the systems for recording children's progress, including matching observations to the expectations of the early learning goals and identifying

learning priorities

- obtain written parental permission for children to take part in outings and update the record of risk assessment to include any outings and trips
- access a copy of the government booklet 'What to do if you are worried a child is being abused'
- develop procedures to promote reflective practice and self-evaluation, and identify priorities for development to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has a satisfactory understanding of her responsibility to protect children from harm. All adults living in the house have been checked as suitable to be in the presence of children. Appropriate risk assessment takes place to identify and minimise any potential safety hazards inside and outside of the home to create safe play environments. However, the childminder has not included all types of outings that she undertakes in the record of risk assessment. The childminder has completed first aid training and has documentation in place to record accidents and administered medication. 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. The daily record of attendance does not include all necessary details, for example, the date, and the childminder does not keep a record of children's dates of birth. These are legal requirements. The childminder is aware of signs and indicators of abuse and who she should contact if she is concerned about a child in her care. However, she does not have a copy of the government booklet 'What to do if you are worried a child is being abused' easily accessible to her.

The childminder is keen to develop in her role as a childminder. She liaises with the local authority workers and other childminders in order to improve her practice. She is beginning to use self-evaluation, but as yet this is not fully helping to identify areas for development. The childminder treats each child with respect and as an individual. She has a growing understanding of their needs and ensures information is obtained from parents to address these. Resources are sufficient in quantity, are of appropriate quality and are easily accessible to children. These include some resources which reflect our diverse society to help children develop positive attitudes towards others.

Positive working partnerships with parents are developing and there are a varied range of policies and procedures in place to support the childminder's practice. These are shared with parents when their child first starts at the setting. However, the childminder only has verbal permission from parents to take children on outings. Children do not attend any other settings, but the childminder is aware of the requirement to establish links with external agencies and other providers to ensure progression and continuity of care and education.

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

Even though children have not been attending for very long, they are happy and settled in the childminder's care. They have positive relationships with the childminder, approaching her freely and confidently. The childminder interacts well with the children, sitting on the floor with them and asking questions about their play. She 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 some simple written observations of what children can do and enjoy. However, these are in the early stages of development. They are not always clearly linked to the areas of learning and do not always show the progress children are making.

Children use their imaginations as they play with the small world figures. They are developing their skills using tools, such as glue sticks and scissors. They thoroughly enjoy being creative using materials, such as paint and play dough. Children are developing their physical skills as they negotiate the large apparatus at the local play park. Children develop their skills for the future as they explore programmable toys and are encouraged to count. They use mathematical language as they make cakes. Children benefit from daily opportunities to experience fresh air. For example, they walk to school and go for walks in the surrounding areas to places such as the library. A suitable range of musical instruments and programmable toys help to support children to develop their skills for the future. Children have suitable opportunities to learn about the world around them as they look at books about different cultures, play with figures and discuss customs from different countries.

Children behave well because they receive sensitive but clear direction which helps them to understand right from wrong. Children receive regular praise for all their achievements. They are learning to share and cooperate with one another, for example, taking turns playing with favourite figures. Children do not attend if they are sick, which enables the childminder to protect others from illness. The childminder provides a range of healthy meals and snacks as well as offering activities and simple discussions to promote children's understanding of the importance of healthy eating. Regular reinforcement of basic road safety contributes to children developing an awareness of how to keep themselves safe. For example, they always stop at the kerb and look and listen before crossing the road. They talk about the different crossings available to help them cross the road safely.

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

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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	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:

- obtain a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register). 17/01/2012

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 compulsory part of the Childcare Register section of the report (Procedures for dealing with complaints). 17/01/2012