

Inspection report for early years provision

Unique reference number	EY390360
Inspection date	21/12/2011
Inspector	Lindsey Pollock

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 2009. She lives with her family aged 19, 18, 16 and 14-years-old in Sunderland. The whole of the ground floor of the childminder's house is used for childminding.

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. There are currently four children on roll in this age group who attend on a part-time basis. The childminder cares for children all week. The family has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm, welcoming environment in which to care for children. They are valued as individuals and are very settled with the childminder and her family. Activities are varied and support children in making sound progress in their learning and development. Children's welfare is safeguarded, however, legal requirements with regards to documenting risk assessments and administered medication are not met. Positive relationships with parents are in place, which helps the childminder to meet children's needs. The childminder has a positive attitude towards improving and developing 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:

- keep written records of all medicines administered to children (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 04/01/2012
- keep a record of aspects of the environment that need to be checked on a regular basis and when and by whom they have been checked (Suitable premises, environment and equipment). 04/01/2012

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

- develop use of the self-evaluation form and quality improvement processes as the basis of ongoing internal review, assessing what the setting offers against robust and challenging quality criteria

- improve the procedures for nappy changing to help prevent the spread of infection
- improve the systems for observation and assessment of children's learning and development to help with planning next steps
- develop partnerships with other providers of the Early Years Foundation Stage to support children's development and promote continuity in learning.

The effectiveness of leadership and management of the early years provision

The childminder has completed safeguarding training. As a result, she has a sound understanding of child protection issues and a confident ability to follow the procedures in the event of such concerns. Checks have been completed on household members to ensure they are suitable to have regular contact with the children. The childminder continually risk assesses and takes the necessary steps to keep children safe while in her care. However, she does not maintain an effective record of aspects of the environment that need to be checked on a regular basis and when and by whom they have been checked. This is a legal requirement of her registration. Most records, policies and procedures, which are required to safeguard children's welfare and well-being, are maintained. Although, parents have given their written consent for the administration of medication and they are informed verbally of this, a written record of all medicines administered to children is not kept. This is a legal requirement of her registration. The childminder has completed paediatric first aid training.

Some systems are in place to evaluate practice so that improvements can be made, for example, the childminder has verbal discussions with parents about the provision and also asks them to complete questionnaires. She is keen to act immediately on actions and recommendations made at the inspection. As yet, the childminder is not using self-evaluation forms to help her identify areas for development. The childminder treats each child with respect and clearly recognises them as individuals. She ensures information is obtained from parents prior to caring for their children, so that she can meet their needs. Resources are plentiful and are of good quality. They are easily accessible to children to allow them to make choices and develop their independence. The main area in which children are cared for is bright, warm and welcoming.

Positive working partnerships with parents are in place. Questionnaires returned from parents indicate that they are happy with the care provided for their children. The childminder shares details of her policies and procedures, so that parents are informed of the provision. The childminder is aware of the importance of liaising with other providers of the Early Years Foundation Stage to promote continuity in children's learning. However, she has not yet fully developed these partnerships.

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

Children are secure and enjoy a warm relationship with the childminder. This promotes their emotional well-being. They are very comfortable in the home and approach the childminder with much confidence and affection. The childminder has a sound understanding of how children learn and is confident in providing activities to support this. As a result, children make steady progress in their learning and overall development. The childminder observes children as they play and provides further activities to support their learning. However, she is not recording this information or completing summative assessments to help track children's progress and help with future planning.

Younger children are beginning to learn about the importance of sharing with support from the childminder. To help with this area of development the childminder takes them to community groups and also encourages them to play with her grandchildren. Their speech is developing well and they talk happily as they play, repeating things back to the childminder. Older children interact well with others, negotiating plans and activities and taking turns in conversations. Children are becoming increasingly independent as they make choices about what they want to play with and as they get older, manage their personal hygiene. They are interested in books and enjoy looking at favourites, which make sounds when they press buttons. Outings in the local area help children to become familiar with the community in which they live. During school holidays, they enjoy trips further afield to places such as museums and the marina. Satisfactory arrangements are made to enable children to benefit from the fresh air as they go out for walks in the local community, play in the park and walk to and from school. They are developing skills that will contribute to their future economic well-being, for example, as they become interested in information and communication technology, such as musical and wind up toys, they become independent learners.

Good standards of cleanliness are maintained throughout the setting to help prevent the spread of infection and minimise the risk of germs. However, nappy changing procedures are not in-line with the childminder's own written policy for effectively reducing cross-infection. Food is freshly prepared and children enjoy balanced and nutritious meals. Fresh fruit and drinks are readily available. Children's behaviour is good and they have a developing understanding of what is right and wrong. The childminder gives them lots of praise, which helps to raise their self-esteem. They learn how to keep themselves safe, for example, through discussion about road safety on outings.

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:

- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare). 04/01/2012

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 early years section of the report (Safeguarding and promoting children's welfare). 04/01/2012