

Inspection report for early years provision

Unique reference number	EY430745
Inspection date	30/01/2012
Inspector	Shirley Peart
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. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Gateshead, Tyne and Wear with her husband and children aged eight and five years. The home is situated in a residential area close to local schools and shops. The ground floor of the home and a bathroom on the first floor are used for childminding. There is an enclosed garden for outdoor play.

The childminder is registered to take a maximum of five children. There are currently two children attending who are within the Early Years Foundation Stage age group. The childminder also offers care to two children aged over eight years. She is a member of the National Childminding Association and there is a pet dog and two cats on the premises.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are well looked after by a caring childminder who develops good relationships with them, therefore, she meets their individual needs appropriately. She is beginning to use the Early Years Foundation Stage in practice, although does not use this for all children to track their individual progress or to plan to meet their interests. Most documentation and systems support children's welfare successfully. She is building good relationships with parents and is well aware of how to work in partnership with other professionals to ensure that continuity of children's care is in place. She uses self-evaluation to help her establish what she does well and what she would like to develop further, so that the setting has a good capacity to improve.

What steps need to be taken to improve provision further?

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

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation)(also applies to the compulsory and voluntary part of the Childcare Register) 13/02/2012

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

- use observational assessment to inform planning for each child's continuing development through play-based activities
- ensure that when early years children attend school, relevant information and systems are shared and maintained to complement their learning towards the

early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder is aware of her responsibilities regarding safeguarding children. She has completed safeguarding training, which has increased her knowledge and understanding of how to deal with any issues she may encounter and local authority contact details and information is readily available should she have concerns over a child's welfare. Written risk assessments ensure that the home is checked and these are up-dated as new issues emerge or if any changes take place, therefore, children are kept safe. Documentation, such as medication records are fully completed and meet requirements. The childminder knows the days and times of children's attendance, which are marked on a calendar and in a diary. However, these documents do not show their hours of attendance, which is a breach in the welfare requirement, although this does not have a big impact on children's safety.

The childminder has made a sound start to her new career. She has completed all required training and has undertaken relevant courses pertaining to things that interest her, such as family learning sessions, or those that are relevant to particular children, such as 'managing medication'. She has some ideas of what she does well and what she needs to improve to drive up the quality of her provision. She develops resources from family learning courses, such as laminated number lines and squares to reinforce early mathematical skills and she displays children's artwork whilst redecoration of her home takes place. Children have plenty of space within the home to meet their needs as they use the dedicated toy room to play with role-play items or they can sit up at the table for planned craft activities. Most toys are easily accessible and age appropriate and of suitable quality. The childminder also keeps specific resources in a box for more focused educational games and activities that the children can ask to do. Children make independent choices and they are treated as individuals by a caring attentive childminder. She has some toys and books that reflect our diverse society and teaches children to respect each other by learning to share and take turns.

The childminder has good relationships with the school and nursery where minded children also attend. She receives their full planning documents and uses this to follow on activities across the six areas of learning, therefore, good partnership working supports continuity of care for children very well. The childminder gains useful information from parents at the start of a placement and discusses their children's individual needs, therefore, continuity of their care and familiar routines are in place. As well as regular verbal exchanges, she uses text messages to keep parents informed and she types up her daily diaries, which are available to parents at any time. Questionnaires indicate that parents are pleased with the provision so far, for example, these state that 'the childminder is flexible and my children are happy.'

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

The childminder provides a flexible approach to her childminding practice and has begun to use the Early Years Foundation Stage appropriately. The setting is very child-led but the childminder does plan some activities around themes or topics. For example, she plans for the children to cook noodles, eat prawn crackers and make lanterns to celebrate Chinese New Year. She has a lovely learning journey file for a pre-school child but does not use systems for children in reception class, who are also within the Early Years Foundation stage age range. Therefore, every child does not yet have tailored plans based on their interests or that follow on from other settings. Observations that are in place are also not used to inform planning to meet children's individual learning needs. However the childminder is getting to know each individual child and is aware of their different personalities and traits. The childminder is appropriately involved in children's play as they pursue their own interests, although on occasions limited challenges do not fully support their learning for example when they try to count the monkeys on the book she does not reinforce or help children to check and count correctly. However, children are showing a basic interest in numbers and counting and demonstrate an emerging knowledge in simple mathematical concepts. The childminder also sets appropriate tasks to help children learn, for example by filling a pasta jar and asking them when it is full, thus helping them to further develop their early mathematical skills.

Pre-school children enjoy their time with the childminder. They feel secure and safe in her care. For example, during walks with the pet dog they hold her hand and stay close by her. They begin to gain a good sense of responsibility as they confidently hold the dogs lead when it is safe to do so. Children learn how to care for pets and the environment as the childminder demonstrates by example and explanations for why she has to clean up after the dog whilst out walking. When children are outside they excitedly point out familiar things that they see in the environment, such as the 'metro train'. The childminder engages children in conversations about this as she points to and names the colours of the bright carriages as it goes past, thus reinforcing children's learning well through everyday experiences. Safety practices, such as how to get out of the home in an emergency are regularly practiced and the children are given some responsibility, for example, they know where the keys are should the need to leave via the rear patio doors.

Children are helpful and independent as secure routines help them to develop a sense of purpose. For example, they open and close the gate when asked by the childminder when they leave and come back in from a walk. They are learning to be independent as the childminder encourages them to put on their own wellingtons, which they make good attempts at. Children play happily with the childminder as she engages them in pretend play or reads stories she engages children well so that they use puppets when listening and act out stories. They hide objects and toys for her to find and they laugh and giggle with her as they have fun. She also encourages children to ask for things when out shopping which raises their confidence and self-esteem and helps them to make a positive

contribution. Children get sufficient fresh air as they generally take the pet dog out for a daily walk after lunch and occasionally go on short trips to the beach. The childminder provides healthy snacks and teas and children also have their own packed lunches from home, which they clearly enjoy. Regular drinks are readily available and encouraged well by the childminder which ensures children are well nourished, therefore, their well being is successfully promoted.

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	2

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	2
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	2
The effectiveness of partnerships	3
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	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	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:

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 (Records to be kept) 13/02/2012

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 (Records to be kept) 13/02/2012