

Inspection report for early years provision

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Inspection date	09/02/2012
Inspector	Lynne Pope
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 2001. She lives with her adult child and two children aged 13 and nine years old in the Roker area of Sunderland. The whole ground floor of the childminder's home, except for the bedroom, is used for childminding. There is a back yard available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently five children attending who are within the Early Years Foundation Stage, all of whom attend 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. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and are making good progress in their learning and development. The childminder promotes an inclusive, healthy and mostly safe environment where she responds to the individual needs and interests of the children. Effective partnerships between the childminder, parents and other provisions that children attend as part of the Early Years Foundation Stage ensure children's unique needs are met. She has a mostly accurate understanding of the strengths and weaknesses of her provision and has plans in place to develop the service further.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to identify all aspects of the environment that need to be checked on a regular basis, so that it includes the back yard and each venue that is visited with children (Suitable premises, environment and equipment).
- 23/02/2012

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

- continue to develop systems for recording children's progress, including matching observations to the expectations of the early learning goals and identifying learning priorities for all children
- improve the system of self-evaluation to ensure that it monitors the impact

that improvements have on the outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has clear written policies and procedures to ensure the safeguarding and welfare of children. She demonstrates a clear commitment to safeguarding and is suitably trained to recognise the signs that children may be at risk of harm and how to liaise with appropriate agencies. Most documentation required for the safe and efficient management of the setting is in place. Written risk assessments have been completed and regularly reviewed for the home and some outings. However, they do not include some specific venues that the children have visited and the back yard that children access. This is a regulatory requirement.

The home is welcoming and organised so that it is reassuring and comfortable for children. There is a wide range of play equipment which is well organised to allow the children a positive choice of resources. A selection is made available each day in the living room based on the children ages and abilities, and more are stored on shelving and in storage draws in the kitchen where children can make their own selections. This helps them to develop their independence. The childminder has considered areas for improvement, such as developing written observations further. However, she has no formal means of self-evaluation so that she can monitor the impact on children's care, learning and development. The childminder has made a strong commitment to continuous professional development. She identifies and attends training courses, taking into account the ones that will be the most beneficial to the children in her care. The recommendations raised at the previous inspection have been addressed. She maintains an accurate and up-to-date record of children's attendance and has developed her understanding of child protection by attending training. The childminder works closely with parents of children with special educational needs and/or disabilities to ensure that they develop to their full potential.

The childminder demonstrates a genuine commitment to inclusion. She works closely with parents from the start to ensure that she is aware of and able to support children's individual needs. Settling-in visits are offered for new children so that the childminder can find out about their individual needs and there can be a smooth transition made from their home to her care. Written policies and procedures are shared with parents when their child first starts so that they understand how the provision is run. They are kept well informed about their child's day and achievements through discussion and a daily diary that the childminder keeps of children's activities, which includes photographs. Systems are in place to ensure that partnerships outside the provision help to promote good quality education and care. The childminder liaises closely with the nursery and school that children attend, ensuring that she is aware of what they have been doing there so that she offer continuity in their learning and development.

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

The childminder plans and organises the systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. Consequently, children have the opportunity to participate in a good range of activities and experiences, and the childminder is able to plan and promote their individual development and learning requirements. She demonstrates through discussion that she has a good understanding of individual needs and explains clearly what areas she is currently developing with children. She has recently started to record written observations for some of the children which she has linked into the Early Years Foundation Stage and has noted the next step in their development. However, she has not done this consistently for all the children in her care.

Children feel safe and secure in the childminder's care. They explore the environment with interest and as they get older they gain confidence and start to select what they would like to play with. From an early age children begin to communicate their needs with the childminder, either through pointing, using single words or speaking in sentences when they are older. They begin to appreciate books as they look at them with the childminder. Access to crayons gives young children the opportunity to make marks, and number is used in everyday play as the childminder counts how many crayons the children have. Children are pleased with themselves as they manage to fit the shapes into a shape sorter. Older children spend concentrated effort as they complete a jigsaw on their own. Children show an interest in pushing and pulling resources, such as toy cars, and start to build a tower with the building blocks. They show an interest in toys with simple mechanisms and learn how to operate them as they press a button on an electronic toy. Their understanding of the local environment develops as they have visits to museums, a farm and a wildfowl park. Regular visits to organised events, such as toddler group, help them to learn how to mix with other children and appreciate their differences. Festivals are celebrated with appropriate activities, such as making lanterns for Chinese New Year. The childminder encourages all children to be able use Makaton sign language so that no child feels different. Access to a treasure basket enables children to explore natural materials and everyday objects, such as a toothbrush. Their imagination is developing as they pretend to pour a drink from the play kettle into a cup.

Children's well-being is enhanced. They are encouraged to develop the habits and behaviour appropriate to good learners, their own needs, and those of others, and have good self-esteem as the childminder praises them for their efforts. She has a calm, consistent attitude to caring for them and they are aware of the boundaries that she sets. The childminder has an understanding of the importance of providing a healthy and balanced diet based on children's individual requirements. Healthy choices are provided for children's snacks and meals. The childminder gives them a wide variety of fruits, and older children visit the local shop with her and choose what fruit they would like, which helps them to develop an understanding of making healthy choices. Children access the outdoors on a daily basis, either by walking to and from nursery and school, playing in the back yard

or visiting the local park or the beach. This helps them to negotiate the environment with ease. There are secure infection control measures and the childminder demonstrates good hygiene practices. The childminder talks to children about germs and what can happen to them if they do not wash their hands. Organisation of the home enables children to take safe risks as they become mobile and they learn to stay safe through the childminder's guidance.

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?	2
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	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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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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