

Inspection report for early years provision

Unique reference number	EY423352
Inspection date	08/05/2012
Inspector	Julie Larner
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 15-year-old daughter in the Brunton Park area of Newcastle-Upon-Tyne. The whole of the ground floor, except for the office is used for childminding, and the main bathroom and one of the bedrooms on the first floor is also used for childminding. There is a fully enclosed garden available for outside play. The family has a pet dog.

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 are currently four children attending, three of whom are in the early years age range and all of whom attend on a part time basis. The childminder can also offer care to children aged over eight years. The childminder cares for children Monday to Friday from 8am to 6pm for 52 weeks of the year. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are mainly making satisfactory progress in their learning, development and welfare as the childminder is beginning to gain confidence in promoting the Early Years Foundation Stage in some areas, but observations on children's progress are not yet developed. The childminder provides an inclusive environment where all children are valued as individuals with differing needs and abilities. Systems to evaluate the setting are beginning to emerge, however, sometimes these lack focus on improving the outcomes for children. The childminder has developed good systems to ensure parents are informed both about their children and her setting. Partnerships with other professionals are beginning to develop steadily. Most of the documentation needed to meet requirements is in place, however, some lack detail.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, the date of review and any action taken following a review or incident (Documentation) 22/05/2012
- undertake sensitive observational assessment in order to plan to meet young children's individual needs (Organisation) 22/05/2012

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

- improve knowledge and understanding of the areas of learning so that children can be provided with an educational programme that will enable them to make progress towards the early learning goals in all areas of learning
- develop the risk assessment to ensure it covers anything with which a child may come into contact
- analyse observations to help plan 'what next' for individuals
- use the Ofsted self-evaluation form and quality improvement processes as the basis of on-going internal review.

The effectiveness of leadership and management of the early years provision

The childminder shows a sound understanding of safeguarding and issues that would cause her concern. She has developed a written policy that she clearly understands which enables her to pass on any concerns she has to the appropriate professionals. Consequently, this results in children being adequately protected in her setting. Written risk assessments have been developed, however, these are very basic and do not cover everything with which a child may come into contact. Additionally some required details, such as the date when the risk assessment was conducted are missing. This is a breach of the welfare requirements. Children remain safe in the setting. The childminder ensures they are constantly supervised and she remains vigilant throughout the session to assess risks, for example, when loose wires pose a threat to minded children she quickly tidies these away. Children have access to a fair range of toys and equipment laid out on the floor in the living room which ensures this is freely available and encourages children to make decisions. The childminder has developed a clear equal opportunity policy which she follows in her setting to ensure that she meets children's individual needs and her setting is inclusive to all children.

The childminder has only been caring for children for a short period of time. She has begun to evaluate areas of her practice that she would like to develop further and shows a sound understanding of her strengths and weaknesses. However, self-evaluation is not yet clearly focused on the areas of her practice to consider how best to improve the outcomes for children. Partnerships with parents are good. The childminder uses successful systems to ensure that parents are fully informed about how her setting operates through sharing written policies and procedures with them. Comprehensive daily diaries give parents a clear insight into their child's welfare at the childminder's setting, through detailed recording about sleep times, potty training, development and meals. The childminder has recently begun to work with other professionals who provide the Early Years Foundation Stage for the children attending her setting. She is currently developing this further to promote continuity in each child's learning.

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

Children have settled well in the relatively short period of time that they have been attending and feel secure and confident in the childminder's care. The childminder has developed positive relationships with the children and is beginning to gain information about their learning and development needs. Although the childminder has some understanding of the different areas of children's development she has not yet obtained a copy of the Practice Guidance to the Early Years Foundation Stage to ensure she secures her knowledge of the different areas of learning and plans adequately to provide opportunities for children to progress in them. Written plans ensure that children have opportunities to develop, however, observations have not yet been completed to ensure that the children can make as much progress as they possibly can in their time at the setting and that their next steps are securely planned for to meet their individual learning needs. Children are confident communicators. The childminder extends their learning by introducing new words, asking questions and involving them in conversations. She encourages children's problem solving skills through introducing them to shape sorters and patiently giving them time to work out how to complete appropriate jigsaw puzzles. Spontaneous opportunities for children to practice their counting skills are encouraged as the childminder encourages children to count steps as they descend the stairs. Children enjoy reading books and delight in making animal sounds as they turn the pages. The childminder shows a commitment to inclusion in her setting and shows a positive approach to promoting equal opportunities. Children behave well in the setting. The childminder shows a good understanding of how to manage behaviour and consistently lavishes them with praise for their achievements. This is highly successful in promoting positive behaviour and results in raising children's self-esteem, confidence and showing them that they are valued.

Children learn how to keep themselves safe in the setting with appropriate reminders from the childminder. She regularly re-enforces the house rules to ensure that children understand appropriate boundaries. She takes time to explain about dangers which ensures the children know the reasons why they cannot do something. Good procedures ensure regular fire drills are practised with the children when they first start to attend so that they become familiar with what to do in the event of an emergency, although these are not yet recorded to evaluate any issues. Appropriate discussions on outings provide a sound basis for children to learn about basic road safety. Children enjoy daily opportunities to benefit from fresh air and active play as they walk the dog, and visit local parks and nature reserves. Children are provided with a balanced diet that meets their individual dietary needs. They enjoy fish pie with vegetables and the childminder plans her menu to ensure that she can provide children with their 'five a day'. Children learn about good hygiene routines as they wash their hands after visiting the toilet with gentle reminders from the childminder. The childminder has a clear policy with regard to illnesses which successfully limits cross-infection.

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	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	3
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	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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