

## Inspection report for early years provision

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<b>Unique reference number</b>	312501
<b>Inspection date</b>	06/08/2009
<b>Inspector</b>	Janet Fairhurst

<b>Type of setting</b>	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.

## **Description of the childminding**

The childminder has been registered since 1992. She lives her husband close to the centre of South Shields. Schools, pre-schools and shops are within walking distance. The whole ground floor of the childminder's house, except the front lounge is used for childminding and there is a fully enclosed yard for outside play.

The family has a cockatiel.

The childminder is registered to care for a maximum of six children at any one time and is currently minding seven children, three of whom are in the early years age range. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children. The childminder attends the local parent/toddler group.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children are happy because they are cared for in a welcoming and supportive environment. Systems to monitor and track children's progress are in the early stages and go some way to demonstrate that children are making appropriate progress in their development. However, systems to fully involve parents and others providing Early Years Foundation Stage (EYFS) is not sufficiently robust. All aspects of children's care are discussed with parents and relevant information is shared on a daily basis. The childminder demonstrates a satisfactory attitude towards continuous improvements.

## **What steps need to be taken to improve provision further?**

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

- further develop systems to record regular observations and assessments of children's play to help identify individual learning priorities, making the links to the areas of learning and involving parents in their children's learning and development
- develop effective links with other providers, sharing relevant information to support the transition between settings and to ensure continuity in learning and development.

## **The leadership and management of the early years provision**

The childminder's home is effectively organised to allow children to freely explore their environment and independently choose from a variety of toys and resources. She follows effective procedures to promote children's safety and has secure knowledge of how to promote children's welfare, learning and development. For example, effective risk assessments are carried out in all areas in the home and yard to ensure children's safety. A sound range of training has been completed

including a paediatric first aid course and an information session about the EYFS. The childminder has good understanding of her responsibilities in safeguarding children from harm. Documentation and record keeping is effectively maintained. The childminder has a variety of written policies and procedures in place which are effective in promoting children's health, safety and welfare. These are shared with parents who sign to say they have read and understood them.

The childminder maintains good relationships with parents and carers and offers a flexible and caring provision to all. Clear information is gathered from parents about their child before they start so that the childminder knows children's individual interests and needs. Parents have taken time to record their views and comments which demonstrates their total satisfaction in the service that is being offered. The childminder gives verbal feedback each day so that parents are informed of their child's personal care routines and activities they have been involved in. However, information relating to their developmental progress is not shared on a regular basis to ensure that parents are kept fully informed. Although the childminder does not have a formal system for self-evaluation, through discussion she is able to identify some areas for improvement.

## **The quality and standards of the early years provision**

The childminder is developing her understanding of how to deliver the learning and development requirements under the EYFS. The childminder aims to cover all six areas of learning as she interacts positively with children as they play, extending their ideas and learning opportunities. Although the childminder makes informal observations and has begun to take photographs of children at play she is not yet linking the activities to the areas of learning and using the information well enough to identify their next steps in learning.

The childminder offers children a suitable range of activities which are generally appropriate to their age and stage of development. Children are happy, settled and have developed close relationships with the childminder. They have fun as they play with dominoes, cut out shapes and use chalk boards to mark-make. They learn about colours and numbers through play and everyday routines. For example, during their outings they recognise the colours of the traffic lights and count the many toy cars that they have lined up on the floor. The childminder has a basic routine in place to ensure children receive a variety of activities. She regularly takes them to toddler groups where they have opportunities to socialise with others, and also undertakes visits to local parks and play areas where they have fun testing their physical skills on play equipment, such as swings and slides.

Children's creativity is valued through participating in art and craft activities and using imaginative play resources, such as dressing up clothes and play tent. Children learn to respect each other and the childminder who provides a very positive role model, for example, by saying 'thank you' to them when they have been kind or helpful, as a result their behaviour is good. Children are given plenty of praise and reassurance to boost their confidence and self-esteem. Through the use of books and discussion children are provided with positive images of people from other cultures and backgrounds to encourage them to respect others.

Children are learning useful skills for the future as they learn to be independent, make choices in their learning and develop literacy and numeracy skills.

Children are developing an awareness of being healthy. They are offered an appropriate variety of healthy options, such as fruit for snacks and drinks are readily accessible at all times. Children use the bathroom independently and know that they must wash their hands after using the toilet and before eating and that they need to put hands over mouths when they cough. The childminder helps children to gain an awareness of how to keep safe, both in the home and on outings. For example, through talking about and practising road safety. Fire prevention equipment is in place and an evacuation drill is practised so that the childminder and the children know what to do in the event of a fire. The childminder ensures she can respond appropriately when children are ill or have had an accident, as she has a current first aid certificate. Clear records of any accidents and administration of medication are kept which safeguards children's medical welfare.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met