

Inspection report for early years provision

Unique reference number	403055
Inspection date	20/07/2011
Inspector	Anthea Errington

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 1996. She lives with her three adult children in a residential area of Ashington, Northumberland. The childminder is registered to care for a maximum of six children under eight years. There are currently seven children on roll, of which six are in the early years age group. Areas of her home children have access to include the living room, dining room, kitchen, conservatory and bathroom on the ground floor. A rear garden is available for outdoor play. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She cares for children on weekdays throughout the year. The family have a large pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is committed to providing a welcoming, inclusive and homely environment where all children are valued and respected. She has a good understanding of the Early Years Foundation Stage and continues to work hard to develop systems for observation and assessment of children. Relevant documentation is in place including written policies and procedures. She fully reflects on her practice, demonstrating a positive approach to her continuous improvement to support overall outcomes for children.

What steps need to be taken to improve provision further?

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

- develop procedures further for parents to be able to review their children's progress regularly and contribute to their learning and development records.

The effectiveness of leadership and management of the early years provision

The childminder displays a clear understanding of safeguarding issues and as a result children are safeguarded and their welfare is protected well. She has appropriate written policies and procedures relating to safeguarding and she ensures parents are aware of these at the onset of a placement. She provides a safe environment, both in her home and on regular outings, through the effective use of thorough risk assessments as well as daily safety checks. There are well-maintained systems to record attendance, as well as effective systems for medication administration and accidents. The childminder has completed appropriate first aid training and this enables her to care appropriately for children should they become ill or in the event of any accidents.

Children make independent choices from the very good range of resources which are well organised, clean and well maintained. The childminder demonstrates a

positive attitude towards equality and diversity and ensures a range of activities to support children's understanding of the wider world are in place. For example, celebration of religious and cultural festivals as well as access to multi cultural toys and resources. Effective systems to evaluate the provision are in place. The childminder recognises the importance of continuous improvement and has recently secured funding to improve her outdoor play area. In addition, she has implemented an action plan which supports her in making further improvements to her provision. All recommendations made at the previous inspection have been met. Children move freely throughout her home and have access to the very good organisation of space and deployment of good quality resources.

The partnerships with parents are good and they have access to a broad range of information including well-written policies and procedures. Written observations and group photographs of their children, as well as a daily diary, keep them informed of their children's progress. However, systems to support parents to contribute towards their own child's learning record are not yet in place. Parents are extremely positive about the care the childminder provides their children, stating she is warm, caring and extremely flexible to meet their overall needs. The childminder is fully aware of the importance of maintaining links with other providers of the Early Years Foundation Stage and has developed effective links with the local school, which ensures children's continuity of learning. For example, she demonstrates a full awareness of topics and themes covered to continue and extend children's interests further.

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

The childminder has a good understanding of the Early Years Foundation Stage. She knows the children very well and confidently describes their needs and stages of development. She bases her planning predominantly on children's interests and daily routines and encourages them to make their own independent choices.

Children receive purposeful support from the childminder so they feel safe, valued and secure, which increases their desire to learn. Children confidently select from the various good quality resources and the childminder fully interacts with them. They constantly chat to the childminder, making good progress in their communication and language skills. For example, they describe the 'sprinkly cakes' they plan to make and confidently select from pencils and crayons to draw pictures. They discuss the marks they make and show great delight in the penguin they have drawn. The childminder supports the children very well in their problem solving and numeracy skills as they enjoy a baking session together. They skilfully identify the correct measure of ingredients using the balancing scales and identify one must be added to two grams to make three. They discuss textures and shapes as they mix the ingredients, describing it as sticky as they form the round shapes. Children are extremely creative and love the opportunity for imaginative play. With the childminder they engage in an exciting make believe trip to space. The childminder encourages their imagination further as she skilfully questions them about what they may see. They describe the earth as being beautiful and explain

how the rocket feels bumpy as they travel fast. The children beat on the toy drums to make the sounds of the engine and explain how they intend to land the rocket in their own back yard. Children display avid curiosity and interest in the various programmable toys and resources available to them which supports their knowledge of information and technology. For example, they thoroughly enjoy turning the pages of an interactive book and pressing the various buttons. They use their recall skills well as they look at photographs, stating that is when they picked the potatoes and put them into bags for mummy.

The childminder is fully committed and takes all reasonable steps to ensure the children's welfare needs are met. The childminder teaches the children to keep themselves safe, and works with them in developing effective practices to ensure their safety and well-being. For example, road safety is practised on all outings and they regularly practise safe evacuation from her home. Children are provided with healthy and nutritious snacks and meals which fully comply with their dietary requirements. They learn about keeping themselves healthy as they regularly wash hands and access clean towels to prevent spread of infection. Children have very good opportunities to develop their physical skills. For example, they regularly play in the childminder's garden and have access to a broad range of resources including slides, bikes, sandpit and a play house. Children behave extremely well in the childminder's care and respond positively towards her. She has realistic expectations in accordance with children's ages and stages of development and is a good role for them.

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	2

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	2
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	2
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

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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

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