

Inspection report for early years provision

Unique reference number	401599
Inspection date	30/07/2009
Inspector	Andrea, Jane Lockyer
Type of setting	Childminder

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 2000. She lives with her partner who is also her assistant, in a ground floor flat in Ponteland Northumberland. Local amenities and public transport systems are within walking distance. The whole of the ground floor area is used for childminding purposes. There is a communal rear garden available for outdoor play. The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is currently caring for 11 children, four of whom are in the early years age range and four are aged over eight years, all the children attend on a part-time basis.

The childminder is a member of the National Childminding Association, she has a Cache level 3 qualification in childcare and receives training and support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a stimulating, caring and inclusive environment where their individuality is respected and valued. Effective relationships with parents ensure that the childminder is fully aware of children's individual needs which she meets very well. She has a clear understanding of the Early Years Foundation Stage and how to implement it effectively to ensure children make good progress in all areas of learning. Comprehensive systems are used to reflect on and evaluate the provision ensuring that there is continual improvement. Most essential documentation is in place.

What steps need to be taken to improve provision further?

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

- ensure a record is kept of when the childminder's assistant is present
- develop opportunities for parents to be involved in their children's learning and assessment process.

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

- keep a record of the risk assessment for the garden area (Safeguarding and welfare).

30/08/2009

The leadership and management of the early years provision

Children's safety is given a high priority at all times. The childminder follows and implements a good range of safety measures both in and out of the home to ensure that children remain safe. She achieves a good balance between freedom and setting safe limits, allowing children to explore and be independent. Records of risk assessments are in place for outings and the indoor environment, however

there is no risk assessment for the garden, which is a specific legal requirement. The childminder fully understands her role and responsibility to safeguard children's welfare. She has a good understanding of the signs and symptoms of abuse and keeps up-to-date with child protection issues by attending regular training.

Children are very well supported by the broad range of resources which include toys, equipment and furniture to meet their needs. They are able to self-select from well organised, good quality resources in the play room and have the freedom to play in the playroom, lounge or outdoors.

Effective relationships have been established with parents. They share their knowledge of the children to ensure that all children's needs are met as fully as possible, especially children who have specific needs. Individual records are kept on all children, which ensures the childminder very detailed information to continue to meet the needs of the children she is caring for. Parents are provided with a wealth of information which ensures they are kept very well informed about all aspects of the childminding practice; and the care, welfare and progress of their children. However, parents are yet fully included in their children's assessment process. Written comments from parents confirm that they are extremely happy with the care provided and they value the support from the childminder. Good links have been made with the local school children attend. The childminder has gained information from teachers about what children are learning and she supports their continued learning at home. She also ensures that teachers are given good information about the children who are due to start school and she helps them to settle them in.

The childminder is committed to improving her practice. She has good systems in place to monitor and evaluate her provision. She constantly researches different media to provide interesting and stimulating activities for children based on their interests. Recommendations from the previous inspection have been successfully met. She has identified that she can provide an even richer learning environment for children by continuing to develop her knowledge of the EYFS.

The childminder works closely with her assistant. Information is effectively shared to ensure continuity in children's care and that the provision runs efficiently and smoothly. However, there are no records of when the childminder's assistant is present.

The quality and standards of the early years provision

The childminder provides a relaxed and nurturing atmosphere, and children thoroughly enjoy their time with her. They enjoy affectionate, sensitive and caring relationships with the childminder and each other and are developing high levels of self-esteem, confidence and trust. The childminder has a good understanding of how to effectively implement the EYFS. She plans a wide range of interesting and stimulating experiences based on individual children's interests and developmental stages, which cover all areas of learning. Effective systems are in place for planning, observation and assessment, which give the childminder a clear picture of children's progress through the early learning goals and how she will move them

forward on their learning journey.

Outings are planned with a purpose and children enjoy trips to place of interest, which stimulate their imagination and interest in the wider world. For example; trips to ride on a steam train, visits to interactive and natural history museums, and visits to parks to explore the natural environment.

Children make decisions about their play and learning. They access a wide range activities that enhance and promote their development and learning skills, for example, exploring snails and insects in the garden, planting flowers, making models and collages from different materials and acting out familiar scenarios as they role play and use their imaginations. The childminder is skilful in incorporating mathematical concepts and extending language into everyday situations such as, calculating and counting how many places they need to set at the table for dinner, discussing colours and shapes as they draw and counting how many small containers of sand are needed to fill a bigger container. The childminder constantly talks to children and encourages them to repeat words, describe what they are doing or what they see and helps older children to copy the letters of their name sounding out the letters as they do so. The childminder is sensitive to the needs of younger children who are still developing their language skills, she encourages them to explore sounds and words and uses books, songs and action rhymes to support them. The childminder actively promotes equality, and inclusion she ensures all children have access to all resources, she encourages children to make their own choices and select their own toys. Sensitive discussions with the childminder and access to a wide range of resources help children to value differences, respect one another and raise their awareness of diversity.

All children are developing good levels of understanding of safety and healthy practises, as they carry out fire drills, learn to cross roads safely and talk about possible hazards before going on trips. They follow consistent daily routines for hand washing, help themselves to tissues and wipes and are encouraged to apply their own sun protection cream.

They childminder encourages children to enjoy being active and learn about a healthy diet. They have good daily opportunities to develop their physical skills such as, using climbing frames, swings and slides in the park, daily walks to local places interest, dancing to music and playing a variety of garden games. Children are encouraged to make healthy choices from the wide range of healthy meals and snacks provided by the childminder. They have discussions about why they need to eat healthy foods, and help to buy fresh produce from the local shops.

The childminder has realistic expectations of children's behaviour. She implements a range of good strategies which promote positive behaviour and help children understand right from wrong. She gives lots of praise and encouragement to ensure that children feel good about themselves. Children respond positively to the childminders sensitive and calm approach for example, they willingly help to tidy up, share toys and play co-operatively together. They show care and concern for one another and behave very well.

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

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	2
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?	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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