

Inspection report for early years provision

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Inspection date	12/11/2009
Inspector	Cilla Burdis
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2009. She lives with her husband and two children aged 14 years and 15 years. They live in the residential area of Roker in Sunderland. The whole of the ground floor of the childminder's home is used for childminding. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children aged under eight years of whom, no more than three may be in the early years age range. She is currently minding five children in the early years age range. She also offers care to children aged five years and over. The childminder cares for children on weekdays from 7.30am to 6pm for 49 weeks of the year. She also offers care for children on weekends. The childminder has completed a relevant training course and holds a current paediatric first aid certificate. She collects children from the local school and attends parent and toddler group on a regular basis. The family has no pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm, welcoming and secure environment, where their self-esteem and confidence is nurtured well. The childminder demonstrates a positive attitude towards inclusion, which is reflected throughout her practice. Children have good opportunities to learn through play, with the provision of interesting and stimulating activities. The childminder works very well with parents to ensure each child's individual needs are met appropriately. She takes a very professional approach to her work and most systems are in place to ensure the ongoing development of her practice. The childminder is truly committed to promoting very good outcomes for children's care and learning.

What steps need to be taken to improve provision further?

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

- utilise relevant information collected through self-evaluation to identify priorities for development ensuring continuous improvement.

The effectiveness of leadership and management of the early years provision

The childminder is secure in her knowledge of child protection and her role in safeguarding children. She has a good awareness of the signs and symptoms of abuse and the procedures to follow if she has any concerns. As a result, children are effectively safeguarded. All policies and procedures to ensure the effective and safe management of the provision are in place and shared with parents. Parents receive copies and sign to confirm they have been informed of the childminder's policies relating to complaints and safeguarding plus the risk assessments that

have been undertaken. Security is well maintained and procedures for the safe collection of children are agreed with parents. Children learn about promoting their own safety. For example, they participate in regular fire drills and can explain where they have to evacuate to. When on outings, they sing a song to remind themselves of safe procedures to cross the road and discuss stranger danger.

Systems for gathering and recording children's details, medication and accidents are in place and well maintained. Details are stored appropriately to ensure confidentiality. The childminder demonstrates a strong commitment towards inclusion. She works closely with parents throughout the placement to ensure children's individual needs receive good levels of support. High emphasis is placed on partnerships with parents, which has a positive impact on children's well-being. Good quality information is shared with parents and the childminder's registration certificate is prominently displayed. Parents are kept very well informed of their child's progress and learning, through verbal feedback, photographs and access to their child's development file. They are actively encouraged to support their child's learning at home as information about their activities and interests are shared. Parents' comments are extremely positive about the provision. They state that their children are cared for in a happy and stimulating environment, where they are consistently challenged in accordance with their developmental stages. Their children enjoy the activities provided and have made considerable progress since being in the childminder's care.

The childminder is highly motivated and takes a very professional approach to her career. She is committed to the ongoing development of the provision to provide good, positive outcomes for children. This is supported by the wide range of training opportunities she has taken up and by seeking feedback from parents. The childminder has started to use the Ofsted self-evaluation form but has not completed a full critique to identify all aspects of her practice she plans to develop further. Children's play opportunities are maximised through the effective organisation of space, time and resources. This is supported by the childminder's skill in adapting activities to the level of the child's understanding and stage of development. Child-friendly storage systems allow children to self-select resources and make choices about their play. This helps children to make decisions about their play and to develop good levels of independence.

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

The childminder's understanding of the Early Years Foundation Stage is very good and consequently, it is implemented effectively to meet children's learning and development needs. She gets to know the children well during the initial stages of the placement. The information gleaned is used to identify starting points and to plan for the individual children. Each child has a file that records their activities and what they are achieving. Photographs are included to show the child involved in the activity. Observations of children's play are used effectively to monitor activities and plan for the next steps in each child's learning. As a result, children's learning and development is supported very well. Children participate in a wide range of activities both indoors, outside and when visiting local amenities. This

ensures they receive good opportunities for purposeful play and exploration. Children have fun with the childminder and are stimulated by the activities provided. They have settled very well and have developed good relationships with the childminder and their peers.

Activities are planned to ensure children's development in all six areas of learning is supported appropriately. The environment is relaxed and friendly with an emphasis on learning through play. Children learn about the natural world as they make bird feeders with lard and seeds or measure the amount of rain that has fallen into their rain catchers. They play imaginatively and copy what they have seen adults doing when they 'make' cups of tea and decide they need to go shopping as they have no milk. Children's knowledge of letters and letter sounds is reinforced with the support of the childminder and children are becoming proficient in matching letters to sounds. Number skills and colour awareness is prompted during general conversation and activities. Younger children have good opportunities to explore shapes and textures as the childminder provides treasure baskets containing a wide range of objects. Children learn about diversity and the wider world through access to resources and talking about different cultures and beliefs.

Children's health and welfare is promoted very well. They have daily opportunities for fresh air and exercise as they play in the garden, walk to school and visit local parks and beaches. The childminder provides healthy and nutritious meals and snacks for the children. The children learn about making healthy choices and why exercise is good for their bodies. They learn, for example, about the effects on their bodies when they exercise and that their body needs extra water when exercising. Good hygiene practice is followed and children explain that they clean their teeth after eating their dinner. The childminder's sickness policy is implemented effectively to reduce the risk of illness and infection. All relevant details relating to the children are complete and up to date, such as dietary requirements, and consent forms are in place. This positively safeguards children's well-being. Children learn about promoting their own safety when, for example, they learn about stranger danger and tidy away toys to keep the environment safe. Sensitive reminders and clear boundaries help children learn what is expected of them. As a result, children behave very well. The trusting relationships that have developed with the childminder are instrumental in providing a secure environment where children's confidence and self-esteem are successfully nurtured.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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