

Inspection report for early years provision

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Inspection date	10/11/2009
Inspector	Ann Coggin
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 1997. She lives with her husband, adult daughter and five month old granddaughter in Blyth. The whole ground floor of the childminder's house and the upstairs bathroom are used for childminding purposes. There is a fully enclosed rear yard for outside play. The family have a dog.

The childminder is registered to care for a maximum of six children at any one time, and is currently minding three children in the early years age group. She also offers care to children before and after school. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from the local primary school. She attends local toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming environment and ensures the children are offered a stimulating time in her care. The close partnership with parents and the interesting and varied activities contribute significantly to meeting individual children's needs and everyone attending the setting is welcomed and included. The childminder shows a commitment to improving her provision and has addressed the recommendations made at the last inspection to enhance her provision for the benefit of the children in her care. She regularly encourages feedback from parents.

What steps need to be taken to improve provision further?

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

- develop systems for self-evaluation
- further develop the system for sharing information with partners to ensure continuity in children's learning and development.

The effectiveness of leadership and management of the early years provision

Effective safeguarding policies and procedures ensure that children are well protected at all times. For example, arrangements for household members to have suitable checks are in place and children are never left unsupervised. The childminder has attended training to increase her knowledge of child protection and is fully aware of her roles and responsibilities in protecting children. She has a written policy which is shared with parents and has all the required contact numbers in place. Detailed written risk assessments clearly identify potential hazards, both inside and outside the childminder's home and on the many varied

outings.

The childminder's is beginning to monitor and evaluate her practice to ensure she continues to provide good quality care and learning for all children in her care. However, this is not fully in place. She has identified area for development, for example, the use of written self-evaluation. She is a member of a childminding network and regular attends training to enhance her knowledge and practice. She has recently attended Early Years Foundation Stage (EYFS) training, working with parents and creativity in the early years. The recommendations from the previous inspection have been addressed, resulting in a record of children's attendance being clearly recorded.

The organisation of resources provides a stimulating and inviting environment for the children who attend. Toys and equipment are well stored so they are accessible for all children to help themselves to, promoting their independence. The childminder has a positive relationship with parents. Parents' wishes are expressed in agreements and consents and the childminder seeks all required information about children. As a result, she is well informed about each child's background, language spoken at home, health or dietary requirements and their specific contact and collection arrangements. Parents are kept informed about their child's day through the use of individual diaries and discussions with them when they collect their child. The childminder regularly uses parent questionnaires to gain information about her practice. The childminder has began to establish links with other providers, however, these are not fully developed to share information about children's individual progress towards the early learning goals.

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

Children are supported well by the childminder. They access a good range of interesting and challenging play materials and equipment. Information is collected from parents about children's interests, needs and capabilities and the childminder uses this to inform initial assessments and provide toys and resources suitable for their individual interests. Children's progress through the early learning goals is tracked using observations in their development files, that are linked to the six areas of learning. Children are happy and comfortable and enjoy their time at the setting. They have warm close relationships with the childminder and are encouraged to respect each other's values and feelings. They are developing an understanding of diversity and difference through the use of various resources and celebrating festivals. Children are confident and feel valued because the childminder reflects their interests and praises their achievements. They behave well, join in, make friends and respond to the childminder's realistic expectations.

Children are offered a balanced range of activities and are encouraged to make choices and instigate play opportunities. The children enjoy investigating how things work by pressing buttons and listening to different sounds and watch multi coloured lights flicking. They enjoy looking at books, sitting close to the childminder while she reads them stories. They climb through the tunnel indoors, smiling and laughing with delight whilst playing hide and seek. Children dance to

the rhythm of the music whilst learning to baby sign nursery rhymes. Regular opportunities are available for children to enjoy messy activities. They paint cut out and glue and bake chocolate cakes. They have opportunities to develop their problem solving, reasoning and numeracy skills as they weigh the ingredients. Planned outings help the children understand nature and the wider world. They have opportunities to learn about domestic animals as they visit the farm and explore the rock pools on the beach. Trips to parks and soft play areas give children opportunities to practise and challenge their physical skills and visits to toddler groups help children to socialise and play together sharing resources.

Children's safety is promoted well. The childminder has a sound understanding of safeguarding issues, along with a range of external reference materials. Equipment, such as a stair gates and socket covers are in place to promote children's safety at all times. Children know what to do if an evacuation of the home is necessary. Good hygiene is promoted through hand washing at appropriate times, paper towels are used to prevent cross infection and also the exclusion of sick children. Children are offered healthy meals, for example, home made broth and enjoy fruit, such as melon, grapes and bananas at snack time.

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

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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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