

Inspection report for early years provision

Unique reference number	313835
Inspection date	08/02/2010
Inspector	Julie Morrison
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 1995. She lives with her husband and one adult son in Ouston, near to Chester-le-Street. The whole of the ground floor and the bathroom on the first floor of the childminder's home are used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 7am to 6pm for 48 weeks of the year.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several 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 very warm and welcoming environment where all children and their families are fully included. She demonstrates a secure knowledge of the Early Years Foundation Stage (EYFS) and provides a wide range of activities for children which cover all areas of learning. This enables them to make good progress in their learning and development. The childminder is committed to working closely with parents to provide an inclusive setting, where all children are valued and their individual needs are met. She demonstrates a good understanding of her strengths and areas for development, this effectively contributes to the ongoing improvement of the service.

What steps need to be taken to improve provision further?

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

- build upon systems for recording children's progress, including matching observations to the expectations of the early learning goals and planning for the individual child based upon identified learning priorities
- develop further procedures to regularly share information about children's learning and development with other practitioners.

The effectiveness of leadership and management of the early years provision

The childminder organises her provision well. She has a detailed range of policies and procedures in place, which are used to effectively safeguard children. For example, health and safety, confidentiality and safeguarding children. This is combined with her good understanding of the signs and symptoms of abuse and

procedures to follow should she have any concerns. Written risk assessments and regular checks of all areas and equipment are in place to further promote children's safety within the home and on outings. The childminder holds a current first aid certificate and has permission from parents to seek emergency medical treatment, this ensures that she can respond quickly and appropriately to any accidents. The childminder has a wealth of childminding experience and has attended a range of training over the years, which has a significantly positive impact on the quality of care provided. Children's play opportunities are maximised through the effective organisation of space, time and resources. For example, the childminder ensures that resources are suitable for the ages and stages of the children and that toys are rotated regularly to keep children interested and stimulated.

Very good relationships with parents are highly beneficial to the continuity of care that the children receive. The childminder provides parents with written daily diaries, beautiful photograph albums and access to their child's individual development files. This ensures that parents are well informed about their child's learning and care and are able to get involved in their children's learning through highlighted activities, such as, dressing them in a certain colour to support planned learning activities. Parents speak very highly of the care and learning their children receive, describing her as, 'one in a million' and children and their families keep in touch many years after she has stopped caring for them. The childminder has established close relationships with local nurseries and schools. This means that she is able to pass over important information to parents and is aware of what activities the children are involved in. However, although she does discuss some aspects of children's learning with the school, she has not fully developed her procedures to share information about children's individual progress towards the early learning goals.

The childminder effectively evaluates the learning and development opportunities she provides. She works closely with her local childminding network and other childminders to discuss practice, as well as, searching on the internet for new ideas. She has addressed the recommendation raised at the previous inspection and has a clear understanding of her areas for development. This helps to promote outcomes for children. Currently, no children with special educational needs and/or disabilities attend the setting. However, the childminder demonstrates a positive attitude towards ensuring that all children are fully included, gathering all relevant information from parents in order to meet individual needs.

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

Children enjoy their time with the childminder; they arrive happily and move confidently around the setting, making independent choices about their learning and play. They have excellent opportunities to socialise with others, as they attend a variety of toddler groups, including story time and 'debutots' and enjoy trips in the local community. Children are developing an understanding of responsible behaviour, as a consistent approach by the childminder is employed. The childminder interacts very well with the children and ensures that all are fully

included in activities. For example, as she reads stories to older children she provides soft books for babies to look at. Children benefit from a flexible routine, including a good balance of child-centred and adult-led activities. Their communication skills are effectively fostered through various activities, including songs and rhymes and effective interaction from the childminder. For example, as she reads she encourages them to talk about the pictures and to join in with the story. Babies smile, giggle and make noises in response to the childminder's talking and warm interaction with them. Children are beginning to develop their counting skills and mathematical language, as they sing counting rhymes and the childminder introduces language, such as, 'bigger and smaller' to them. A variety of creative activities, including painting, colouring and cutting, helps to develop children's self-expression whilst having fun. Activities such as threading large buttons onto string, provides opportunities for children to develop their fine motor skills, which is further developed by the childminder, as she talks about the colours of the buttons. Children have good opportunities to learn about the natural world as they plant sunflower seeds and go on trips for example, to 'The Wildfowl Centre'.

The childminder has developed individual files for the children, which include photographs, examples of the children's work and observations of their activities. However, these are not consistently linked to the areas of learning and although some next steps in children's learning are identified it is not clear how these are used to inform future planning. Nevertheless, the childminder clearly knows the children well and ensures that they take part in a wide range of activities, which cover all areas of learning. This ensures children are making good progress in their learning and development.

The childminder demonstrates a clear understanding of how children are effectively safeguarded, as her home and garden are secure at all times. This is supplemented with daily checks of all areas and equipment, which means children are able to explore safely, using well maintained resources. Children flourish, as they access good opportunities for physical play, including negotiating large climbing equipment in the park and climbing through tents and tunnels in the garden. They choose when they are active or restful and sleep inline with their individual needs and parent's wishes. Children's well-being is enriched through accessing a healthy diet. The childminder provides home cooked meals for the children along with healthy snacks of fresh fruit. Children's learning, regarding healthy lifestyles is promoted, as the childminder plans activities based around themes. For example, they have a colour of the week and she encourages children to look for fruits when shopping with their parents of that colour. This also helps to involve parents in the children's learning. The childminder acts as a positive role model; children watch as she washes her hands after changing children's nappies and she talks to them about the importance of cleaning their hands after sneezing. This further fosters children's emerging understanding of how to help stop germs spreading and keep themselves well and healthy. The childminder has a clear sick child policy in place, which is effectively shared with parents, this reduces the risk of the spread of infection. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up-to-date. These positively safeguard children's well-being.

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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