

Inspection report for early years provision

Unique reference number	310050
Inspection date	12/04/2010
Inspector	Cathryn Parry
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 1997. She lives with her husband in the residential area of Benton in Newcastle upon Tyne. The whole of the ground floor of the childminder's home, except for the utility room and the bathroom on the first floor, is used for childminding. The childminder cares for children from Monday to Thursday from 7.45am to 5.30pm 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 eight 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 Early Years Register and 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 offers a warm and friendly welcome to all children and their parents. She demonstrates a positive attitude to providing an inclusive environment. The wide range of activities offered ensure children have ample opportunities to make good progress in each of the areas of learning. Systems for monitoring progress are being developed. The childminder attends a range of training and links with an early years professional from the local authority, to ensure continuous improvement is maintained.

What steps need to be taken to improve provision further?

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

- develop further systems for monitoring children's progress.

The effectiveness of leadership and management of the early years provision

The childminder has attended safeguarding training in the past and demonstrates a sound understanding of related issues. Consequently, children are well protected. Risk assessments take place daily within the childminder's home and for any outings undertaken. These effectively reduce the chance of accidental injury. The childminder's ongoing commitment to training has a positive impact on the quality of the care and education she provides. She has a playroom where resources are attractively displayed to inspire children to participate. These are stored at the children's height to encourage free choice and independence.

Good relationships have been developed with parents. The childminder speaks to

them on a daily basis about the activities their children have enjoyed. This is complemented with daily written diaries. Consequently, parents are able to continue their children's learning at home through highlighted experiences. Strong links have been made with other practitioners where children receive care and education in more than one setting. This has a positive impact on continuity and cohesion. The childminder has linked with other professionals in the past to ensure all specific needs are met well.

The childminder evaluates the learning and development opportunities she provides well. She recognises her strengths as being the wide range of experiences she offers children and the relationships she has built with them. She also identifies the monitoring of children's progress as an area for development. The recommendation raised at the previous inspection has been positively addressed. This impacts favourably on children's welfare in the case of an emergency.

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 and implements it well. She uses a positive and consistent approach to managing behaviour, which takes into account children's understanding and maturity. Children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources which promote a positive outlook of the wider world. They benefit from a flexible routine, including a balance of child-centred and adult-led activities. Babies' communication skills are effectively promoted through some lovely interaction with the childminder, as she uses facial expression, tone and intonation. A wide range of books are available for children to enjoy independently or with the childminder. These are complemented with trips to the local library. A variety of shape-sorting resources and jigsaws nurture children's problem solving skills. They use information and communication technology to support their learning, including using interactive resources and accessing a computer. Effective use is made of the local area, giving children a breadth of opportunities. Children delight in using their imagination as they make a boat out of large cardboard boxes. A variety of creative activities, including painting, exploring glitter and enjoying the musical instruments, promote children's self-expression while having fun. The childminder plans activities around children's interests and capabilities. She has developed individual files which contain photographs and observations. Links to the areas of learning are starting to be established. However, currently it is not easy to see progress towards the early learning goals in order to clearly inform future plans.

Children are cared for in a well-maintained environment, where toys and equipment are cleaned regularly. Patio doors in the playroom enable children to benefit from natural light while playing indoors. They are kept safe on outings as they learn road safety procedures and understand simple rules, such as holding hands. Children experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. They flourish as they access excellent stimulating opportunities for large physical play. These include visiting a variety of parks with extensive climbing equipment, exploring a soft-play centre

and participating in different fun exercises in the childminder's home. They are active or restful through choice and sleep in line with their individual needs and parents' wishes. A varied and imaginative menu encourages children to have a really good awareness of healthy meal options. The childminder prepares meat from the local farmers' market and uses organic produce whenever possible. Positive, appropriate discussions with regard to healthy eating promote good lifestyle habits exceptionally well. Children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. For example, they use individual flannels, clean their teeth after breakfast and consistently wash their hands before meals and after using the toilet. Clear records are kept in respect of accidents and medication and these are shared with parents. Children do not attend if they are sick, which enables the childminder to protect others from illness. She is fastidious with regard to ensuring infections do not spread amongst the children in her care. All relevant documentation with regard to health, including specific dietary needs and consent forms, is in place and up-to-date. This positively safeguards 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	1
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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