

Inspection report for early years provision

Unique reference number	EY320052
Inspection date	11/05/2010
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 2006. She lives with her husband and two children aged 20 and 11 years in Blackhill, Consett. The childminder's home is accessed by steps. The whole of the ground floor and the first floor bathroom of the childminder's home are used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 6am to 6pm for 49 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 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 currently has eight children on roll, of whom six are in the early years age range. She supports children who speak English as an additional language. She collects children from the local school and nursery, and attends toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from the childminder's genuine commitment to supporting the individual needs of all children in her care. She provides an inclusive and very welcoming environment, where the uniqueness of each child is recognised. This ensures that their individual needs are met well. Children make good progress in their learning and development as the childminder provides a wide variety of experiences which cover all areas of learning well. Welfare requirements are effectively promoted and the children are fully protected from harm. The childminder works closely with parents to support the children's care and development, and maintains a good liaison with the local schools and nursery, ensuring continuity of learning. She demonstrates a positive attitude towards developing the service she provides; this ensures that outcomes for children are promoted well.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- develop systems to ensure that identified next steps are consistently used to inform future planning and meet children's individual needs.

The effectiveness of leadership and management of the early years provision

Children feel very safe and secure in the warm, caring environment of the childminder's home. The childminder has developed positive relationships with the children and, consequently, even new children are happy, confident and secure in her care. The childminder acts as a good role model as she teaches children about safety, for example, she talks to them about why they need to wear sun cream and sets up road safety activities for them to practise in the garden. Children are effectively safeguarded as the childminder has a good understanding of the signs and symptoms of abuse and the procedures to follow should she have any concerns. Children's safety is further promoted as the childminder has completed and recorded risk assessments for the home and for some outings. However, these do not fully cover all types of outings which children attend. The impact of this on children's safety is, however, minimal, as the childminder implements effective procedures such as maintaining close supervision of the children at all times and gathering information about new places prior to a visit.

The childminder demonstrates a genuine commitment to inclusion. She works closely with parents from the start to ensure that she is aware of and able to support children's individual needs. This ensures that all children are fully included at the setting. Parents are invited for introductory meetings where the childminder shows them her policies and discusses her practice. Consequently, they are well-informed about the service she provides. Parents are kept up-to-date about their child's learning and care through daily verbal feedback, text messages, notes and access to their child's individual observations. The childminder shares information such as baby sign language; this helps to involve parents further in their child's learning. As a result, parents speak very highly of the care and learning she provides for children. Close liaison with teachers and staff in the local school and nursery serves to support and promote the continuity of care and learning for all children who attend more than one setting.

The childminder shows a good level of commitment to developing her practice and knowledge by attending a variety of training courses, which leads to better outcomes for children. She is enthusiastic and keen to develop her practice. She has made good use of the Ofsted self-evaluation form and works closely with other childminders to discuss and develop practice. She has positively addressed the recommendation at the previous inspection; this helps to safeguard children. Play opportunities are enhanced as resources, time and space are used to good effect at the childminder's home. Children benefit from a dedicated playroom which displays examples of their work and photographs. They access resources independently and make confident choices about their learning, for example, whether to play indoors or out. This helps to develop children's self-esteem and supports their learning well.

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

The childminder demonstrates a good knowledge of the learning and development requirements of the Early Years Foundation Stage framework. She provides a wide range of activities and resources which cover all areas of learning well. As a result, children remain actively engaged in activities throughout the day and are making good progress in their learning and development. The childminder records observations of the children, and activities are planned based upon their interests. However, it is not clear how identified next steps are used to inform future planning.

Children are very happy, settled and relate well to the childminder. She joins in fully with their play and extends learning well through good use of questioning and support of the children. For example, as they play she encourages them to count how many toes the dragon has and asks what colour his feet are. Children listen attentively as she reads stories to them, encouraging them to join in and introducing mathematical language such as bigger and smaller. This helps to develop communication skills. Children have good opportunities to develop their problem-solving skills as they complete jigsaws, use building blocks and are encouraged by the childminder to consider how they might make their boat move using straws. A wide variety of planned activities, such as colouring, painting, sticking and junk modelling, helps to develop children's hand to eye coordination and promotes their creativity. They have fun exploring water, for example, pouring and filling watering cans to water the garden plants. The childminder supports their learning about the world around the well; she talks to them about why the plants need water and about elephants which are becoming extinct. A variety of resources and planned activities such as celebrating the Chinese New Year and a Polish party further supports children's awareness of diversity and the wider world. Programmable resources, computers and cameras are used to good effect to help children to develop skills for the future.

Children take part in a wide range of trips to further support their learning and provide opportunities for them to socialise with their peers. For example, they go to regular toddler groups and visit the farm and museums. Their good health is promoted as outdoor play is a regular feature of their play. For example, they go for walks to the park and enjoy playing in the garden, where they bounce on the trampoline and practise mark making with large chalks. Meals are provided by parents, however, the childminder fully understands the importance of encouraging children to learn about keeping healthy. For example, they go on visits to the local green grocers to select fruit and make collages about healthy foods. The childminder uses a positive and consistent approach to managing children's behaviour, which takes into account their ages and understandings. She is very warm and caring with the children and provides regular praise and encouragement to develop their self-esteem. As a result, children are very happy and settled in her care.

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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