

Inspection report for early years provision

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Inspection date	10/01/2011
Inspector	Shirley Peart
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 1998. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Morpeth, Northumberland with her husband and children aged 16, 14, seven and three years. The home is situated in a residential area close to local amenities. The ground floor of the home, which includes a bathroom and bedroom are used for childminding. There is an enclosed rear garden for outdoor play.

The childminder is registered to take a maximum of four children. There are currently four children attending who are within the Early Years Foundation Stage age group. The childminder also offers care to four children aged over five years. All children attend on a part-time basis. She holds a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming, safe environment by a competent experienced childminder. Their individual needs are well met so that they are very well supported and make good progress. She has excellent partnerships with parents and has formed good working relationships with other providers of the Early Years Foundation Stage, so that children's care and learning is fully promoted. She continually works hard to provide a good service and is committed to continuous improvement. However, she does not yet fully reflect on her practice to identify what she does well and what she could improve to promote the outcomes for children further.

What steps need to be taken to improve provision further?

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

- consider using self-evaluation to review and reflect on practice, so that ways to improve the quality of the care, learning and development for the children are identified.

The effectiveness of leadership and management of the early years provision

The childminder is well aware of her responsibilities regarding safeguarding children as she knows what to do if she has concerns about a child. She has also completed relevant safeguarding training which was a recommendation from her last inspection. She is in the process of having her 16 year old child cleared through Ofsted, to ensure that all adults in the house are suitable to have regular contact with children. All of her documentation is meticulously organised and contains useful information for her practice and for parents. Comprehensive

written risk assessments are in place, which identify potential hazards on outings and in the home, to further safeguard children's welfare. The childminder has an abundance of toys and resources which are safe, age appropriate and easily accessible to the children so that they make independent choices during their play. She also teaches children to be resourceful as they visit the plastic bottle bank and put used paper into the recycling bag. The childminder has relevant experience of caring for children with special educational needs and disabilities and ensures that all children are treated with equal concern. Equality and diversity are very well promoted and various festivals are celebrated through suitable play activities. The childminder helps children to understand right from wrong and to care for each other.

The childminder is well established, very experienced and dedicated to her role. She clearly enjoys working with the children and is committed to each individual child in her care. She updates her knowledge when she can, often attending training on weekends, when she is not childminding, demonstrating a commitment to her career. She occasionally reflects on her practice, obtaining views from parents and gaining their feedback as well as sharing best practice with the network of childminders in the area. However, she does not yet use any form of self-evaluation to identify her strengths and what she could improve to further benefit the children's care, learning and welfare.

She is a popular choice with parents and they often wait for places so that siblings can be cared for. She shares her comprehensive written information, policies and procedures and provides daily verbal feedback and written daily diaries. This ensures that parents are fully informed and that they work together well to meet the individual needs of the children. She has a very good awareness of what children do at other early year's settings that they attend. They share relevant information so that effective partnerships support children's all round care, learning and development very well.

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

Children participate in a very good range of adult led and child-initiated play, which ensures that they enjoy challenging and interesting experiences while they are with the childminder. They also attend relevant activity groups in the local community, go for nature walks and visit places of interest, for example to see animals at the local garden centre. This assists with their social development and knowledge and understanding of the world. The childminder's day is flexible and is generally led by the child. She follows their interests and extends their learning effectively as she uses everyday opportunities for this so that they make very good progress. For example, when children know that they need their nappy changed they find their own bag, get things out and put things away independently. She records good observations, alongside photographs, in their individual development books and links these to the Early Years Foundation Stage, successfully identifying

the next steps in their learning. She meets children's needs very well, for example, she knows when they are anxious and provides lots of warm reassurance.

Young children are highly stimulated, confident and very independent. They have excellent relationships with the childminder and, therefore, their behaviour is good. They receive lots of positive attention and meaningful praise which raises their self-esteem extremely well. Their creative development is promoted very well as they happily sit in the toy fire engine, put on the hat and pretend to drive. They relate objects and toys used in their play to real life experiences; they pretend that the doll needs the potty and state, 'need to wash hands now.' The childminder uses simple language, conversation and instructions to help children learn and enjoy their activities so that they successfully name colours and state simple numbers in the correct context. They also know how things work, such as, when they put the ball down the tree house to make the sounds and lights work. This all helps to develop their mathematical knowledge and skills for the future.

Children remain safe and healthy in the childminder's care as they are helped to develop good hygiene and safety practices. Children are taught by example and regular reminders are given to help children stay safe, such as when they walk along the path they hold hands and know who they should approach if they were ever lost. Good safety precautions in the home and when out about prevent unnecessary accidents. Children have a healthy diet of wholesome dinners, fresh fruit and regular drinks so that their nutritional needs are well met. They have lots of fresh air and physical exercise as they regularly attend the local park to use various play equipment or use space on the large field for robust activities. They are encouraged to brush their teeth after breakfast before going to nursery and when the childminder reminds children to 'catch their cough' children spontaneously put their hands over their mouths which help them to gain a good understanding of being healthy.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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	1
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	1
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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