

Inspection report for early years provision

Unique reference number	309968
Inspection date	05/01/2011
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 2000. She lives with her husband and three children aged 17, 15 and 13 years in Monkseaton, North Tyneside. The whole of the ground floor, except for the living room of the childminder's home is used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 8am to 5.30pm for 48 weeks of the year.

The childminder is registered to care for a maximum of four 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 three 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 on the compulsory and voluntary parts of the Childcare Register. The childminder is able to collect children from the local school and attends several toddler groups on a regular basis. The childminder has a National Vocational Qualification Level 3 in care, learning and development.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the setting and effective systems are in place to ensure they are safeguarded, healthy and their welfare is promoted well. The childminder provides an inclusive and welcoming environment, and works closely with parents to ensure the uniqueness of each child is recognised. This means that their individual needs are met well. Children make good progress in their learning and development because the childminder interacts effectively with them and provides a wide variety of experiences which cover all areas of learning. She demonstrates a positive attitude towards developing the service she provides, however some systems to evaluate her practice have not been updated to further promote continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systems for recording children's progress, including matching observations to the areas of learning and identifying learning priorities
- build upon systems to promote reflective practice, self-evaluation and identify priorities for development to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her responsibilities in protecting children, and this is reflected in a clear safeguarding children policy. Written risk assessments are completed on all areas of the home and for outings. This ensures

that any risks to the children are recognised and minimised well. Additional safety procedures, such as locking doors and using stair gates, make a positive contribution to overall safety at the setting. All required records for the safe and efficient management of the setting are in place and effectively maintained, including children's details and consent to obtain emergency medical treatment.

The childminder demonstrates a commitment to keeping up-to-date with current childcare practice through discussion with other childminders, attending relevant training when available, reading and working with her local early years advisor. The childminder has good procedures in place to ensure that her practice remains up-to-date, such as discussing practice with other childminder's and working with her early years co-ordinator. All recommendations from the previous inspection have been positively addressed, for example, labelling boxes and minimising risks within the home. This helps to promote continuous improvement. However, although the self-evaluation form has been used previously it has not been updated to further identify areas for development. The childminder demonstrates a positive attitude towards working with parents and other professionals to support children's individual needs. She supports children's awareness of diversity by introducing resources which reflect positive images of race, gender and disability. The childminder organises her resources well. For example, toys are stored in clear boxes which children can access independently; this allows them to make choices about their learning and play.

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 receive copies of all of the childminder's policies and important information such as her certificate of registration is clearly displayed. Consequently, parents 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, and access to their child's learning journal. Currently, no children attend any other provisions, however, the childminder is positive about working with other providers to ensure continuity of care and learning for children.

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. Each child has an individual learning journal. These include photographs, observations of their learning and records of their progress towards the early learning goals, but they are not up-to-date. However, the impact of this on the children's learning is minimal as the childminder clearly knows the children well and talks confidently about their next steps in learning.

Children are confident, happy and settled in the childminder's care. Planned

activities are used well, fully involving the children and extending their learning. For example, the children help the childminder to gather all the required ingredients to make cakes. All children are fully involved as they pour, mix and weigh the ingredients. This helps to develop their hand-to-eye coordination as well as number recognition as they look for the numbers on the scales and the clock to see when the cakes will be ready. The childminder further extends learning as she encourages them to talk about where the eggs have come from and why they must not go near to the oven. A variety of creative activities, such as play dough, drawing and dressing up helps to promote children's sense of expression. Their communication skills are developed well as the childminder chats constantly to them, repeating words and encouraging them to name animals and colours as they play. This is combined with access to the computer and a range of programmable toys to support children in developing skills for the future.

Children have good opportunities to socialise with their peers and access large play equipment as they attend a variety of regular toddler groups. Their physical health is further promoted as outdoor play is a regular feature of their day, for example, jumping on the trampoline or playing with the sand. Meals are provided by parents and the childminder fully understands the importance of supporting children's good health. She provides regular snacks of fresh fruit which she encourages the children to slice themselves. This helps children to learn how to use plastic knives safely. Children's safety is further promoted as they practice regular fire drills and road safety. The childminder uses a positive and consistent approach to managing children's behaviour which takes into account their age and understanding. She provides children with regular praise and encouragement which helps to develop their self-esteem. They move around the space freely, making confident choices about their play and are happy and secure in the childminders 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

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	2
The effectiveness of partnerships	3
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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