

Inspection report for early years provision

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Inspector	ISP Inspection
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1993. She lives with her husband in Annitsford, North Tyneside. Children have access to the ground floor of the childminder's home as well as the bathroom on the first floor. The childminder is registered to care for a maximum of five children under eight years. There are currently two children on roll, one of whom is in the early years age group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder cares for children throughout the year, on weekdays only. The family have two goldfish.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a very welcoming and inclusive environment where all children are valued and respected. She has a good understanding of the Early Years Foundation Stage and provides children with an effective range of activities to support their overall learning and development. Systems for regular observation and assessment of children are in place which are linked to the areas of learning and clearly identify children's next steps. The childminder reflects on her practice and has identified ways to move forward, including additional training. This demonstrates a positive approach to her continuous improvement.

What steps need to be taken to improve provision further?

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

- support and develop children's understanding of information technology by using a range of equipment to include programmable toys in addition to computers.

The effectiveness of leadership and management of the early years provision

The childminder is well informed with regard to safeguarding children and fully understands her role and responsibilities as a childminder. She is clear about procedures she should follow if she should have any concerns. The clear and informative policy relating to safeguarding ensures parents are fully aware of her procedures and she has all relevant information at hand to deal with concerns effectively. There are well-maintained systems in place to record attendance, as well as the effective recording systems for medication administration and accidents. The childminder has completed appropriate first aid training and this enables her to care appropriately for children should they become ill or in the event of any accidents. Children are becoming aware of the importance of keeping themselves safe and they regularly tidy up after themselves to ensure safe clear floor space. In addition, they practise fire evacuation in the childminder's home,

and clearly know the procedure to follow when the childminder blows the whistle.

The childminder has developed an effective system to evaluate her provision and recognises the importance of continuous improvement. All recommendations from her previous inspections have been fully met. In addition she continues to arrange relevant training to update her knowledge and improve outcomes for children. Children move around independently through the suitable organisation of space within the childminder's home and make independent choices from the good range of resources available to them. The childminder displays a positive attitude towards equality and diversity and works hard to provide an enabling and inclusive environment. Children are beginning to learn about the wider world through access to a sufficient range of multicultural resources and activities. For example, children visit the library and select topical books and practise using chopsticks in anticipation of celebrating the Chinese New Year.

Parents provide positive feedback and comment on the very good care provided. The partnerships with parents are good and they have access to a broad range of information including well-written policies and procedures. Children's learning journals, as well as daily diaries, keep them fully informed of their children's progress. Consequently, parents can contribute towards their children's learning at home from the clear and detailed information made available to them. The childminder is fully aware of the importance of maintaining links with other providers of the Early Years Foundation Stage and has developed effective links, which ensures children's continuity of learning. For example, she has details of schools plans and topics and regularly discusses children's development with class teachers.

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

Children feel secure and very welcome in the childminder's home. She knows the children in her care very well and confidently describes their needs and stages of development. She has implemented detailed plans and well-written observations and assessments of children's development. These are linked effectively to the six areas of learning, clearly showing the progress children are making towards the early learning goals. She uses these purposefully to plan for children's next steps of learning.

Children are provided with very good opportunities to develop their social skills, and regularly attend play sessions where they have opportunities to play and share with children of similar ages. They receive purposeful support from the childminder so they feel safe, valued and secure, which increases their desire to learn. Children are becoming confident communicators and make their requests known to the childminder. She uses very good storytelling techniques to reinforce and extend children's learning. She skilfully uses children's keen interest in books to support their development and effectively interacts with them while sharing the story together. Children describe the feel of the 'touch and feel' book and describe the patterns displayed. For example, they state 'it looks like leopard print and is nice

and furry'. A range of activities introduce mark making to the children, including painting, sticking and drawing. Children display great pleasure and develop their imagination and creativity as they are given opportunities for imaginative play. They enthusiastically describe their favourite dressing up costume, stating that it is a yellow princess dress. Children make good progress in their problem solving and numeracy skills and show great pride in their achievement as they practice counting up to ten. They recognise numbers displayed in books and correctly identify the colours of items of clothing on the picture of 'Noddy'. They show great interest in measuring and weighing and enjoy the opportunities they have of using a tape measure around the home, as well as weighing out ingredients used for baking. Children have satisfactory opportunities to develop their information and technology skills as they have some access to some programmable toys. The childminder uses effective resources to develop children's understanding of the natural world as they complete a daily weather chart. They discuss how they could place the 'sun' symbol on today rather than 'black clouds'.

The childminder is fully committed and takes all reasonable steps to ensure the children's welfare needs are met. Children are provided with healthy and nutritious snacks and meals that fully comply with their dietary requirements. They learn about keeping themselves healthy as they have regular opportunity for exercise. They skilfully hop across the room which provides them with exercise and contributes towards their good health as they gain increasing control over their bodies. Children behave very well in the childminder's care and respond positively towards her. The childminder has realistic expectations in accordance with each child's age and stage of development and is a very good role model for them.

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	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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