

Inspection report for early years provision

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Inspection date 25/01/2011
Inspector Anthea Errington

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 2001. She lives with her husband and three children in the town of Rothbury, Northumberland. Children have access to the ground floor of the childminder's home, excluding the main bedroom. The childminder is registered to care for a maximum of six children under eight years. There are currently eight children on roll of which four are in the early years age group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She cares for children on weekdays throughout the year.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a very caring and supportive relationship with the minded children and clearly knows them well. She has a good understanding of the Early Years Foundation Stage and plans activities in line with the six areas of learning. Systems to observe and assess the children are in place, which she has begun to use to plan for their next steps in learning. The childminder is fully committed to providing an inclusive service where children have their individual needs well met. She reflects on her practice and has identified ways to move forward, including additional training.

What steps need to be taken to improve provision further?

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

- observe, analyse and use what you have found out about the children to plan for the next steps in their learning.

The effectiveness of leadership and management of the early years provision

The childminder fully understands her role and responsibilities as a childminder. She is clear about procedures she should follow should she have any concerns and a clear and straightforward written policy is in place which she shares with parents. There are well-maintained systems to record attendance, as well as effective 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. She teaches the children to keep themselves safe, and works with them in developing effective practices to ensure their safety and well being. For example, she gently reminds them to be careful as they move around her home and regularly practices road safety with them on outings.

The childminder recognises the importance of continuous improvement and has

identified further training to continue to support her in providing good childminding care. In addition she monitors the care she provides through regular discussion with other providers. All previous recommendations have been fully met from her previous inspection. Children make independent choices from the broad range of resources which are well organised, clean and well maintained. The childminder displays a positive attitude towards equality and diversity and all children are encouraged to participate in the full range of activities available. Children are beginning to learn about the wider world through access to a sufficient range of multicultural resources and activities.

The partnerships with parents are good and they have access to a broad range of information including well written-policies and procedures. Contracts are used to set out clearly the expectations of both parties and daily discussions keep parents fully informed. 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 knows school staff well and is fully aware of topics and themes covered.

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. She knows the children in her care very well and confidently describes their needs and stages of development. She bases her planning predominantly on children's interests and daily routines and encourages them to make their own independent choices. The childminder has begun to use observations and assessments of children, however, these are not used consistently to plan for their next steps of learning.

Children receive purposeful support from the childminder so they feel safe, valued and secure. This increases their desire to learn. Children confidently select from the various good quality resources and the childminder fully interacts with them. Children make steady progress and develop well in their problem solving and numeracy skills as they skilfully construct and attach the building bricks together. In addition, this provides them with good opportunities to develop their small motor skills. Children are becoming confident communicators and make their requests known to the childminder using non-verbal communication. Young children reach out to her for comfort and she readily responds to them with warmth and affection. They display a keen interest in books as they confidently turn the cloth pages over in sequence whilst studying the pictures displayed. A range of activities introduce mark making to the children including painting, sticking and drawing. Children demonstrate a fascinating interest in the world around them. They carefully listen and point to the sky through the window as they hear the aeroplanes. They skilfully communicate with the childminder gaining eye contact whilst attempting to mimic the noise of the engines. Children have good opportunities to develop their information and technology skills as they have access to a broad range of programmable toys. They thoroughly enjoy looking at photographs displayed on the digital camera, clearly recognising the other children

on them. Children display their creativity and imagination as they hold the toy mobile phone up to their ears whilst pretending to have a conversation.

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 foods that fully comply with their dietary requirements. They enjoy kiwi fruit as a snack and have access to regular drinks. Children demonstrate their feeling of being safe as they approach the childminder for comfort and reassurance. Children behave very well in the childminder's care and respond positively towards her. She has realistic expectations in accordance with children's ages and stages of development and is a very good role model for them responding towards them with patience and purposeful care. The positive experiences children gain help them to develop skills for future success.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met