

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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2001. She lives with her husband and two children aged 9 and 12 years. They live in the residential area of Stakeford in Northumberland. The whole of the ground floor of the childminder's house and the toilet and bathroom located on the first floor are used for childminding. There is an enclosed garden for outdoor play. The childminder is registered on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged 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 four children in this age group. There are no children on roll aged over five years. The childminder cares for children weekdays from 7am to 6pm for 49 weeks of the year. Links are made with others delivering the Early Years Foundation Stage.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children and parents are warmly welcomed into an inclusive environment and are valued as individuals. The childminder works very well with parents and others to support children's learning and development. Children have access to a variety of resources and they make good progress in their learning and development. The childminder evaluates her practice effectively and overall areas for further development are identified to support continuous improvement. The required documentation is in place and is very well organised and maintained.

What steps need to be taken to improve provision further?

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

- develop systems of planning and review, informed by accurate record keeping, including information on individual children's learning and progress towards the Early Years Foundation Stage
- ensure children hand wash consistently at appropriate times, such as before helping to prepare or eat the morning snack.

The effectiveness of leadership and management of the early years provision

Parent's access to the safeguarding children from harm policy ensures that they are well informed of the procedure. The childminder has completed safeguarding training and has a good understanding of her responsibilities. Risk assessment procedures are effective and help to remove or minimise risks to children and appropriate records are in place. Fire drills are completed every three to four months. The security of the premises is well maintained. Children are very closely supervised and procedures for their collection are good. Effective use is made of relevant policies, such as, a lost or uncollected child and the supervision of visitors.

The parents are well informed about the complaints policy, which includes Ofsted contact details. The Ofsted poster is displayed for parents' information. The childminder has a sound understanding of the procedure to follow to manage a complaint. She evaluates her practice well and identifies most areas for further development to promote continuous improvement. The recommendations for the previous inspection have been met. The childminder seeks out relevant training to develop her skills. For example, she holds a Level 2 Food Safety and Catering certificate and has attended training in respect of the Early Years Foundation Stage.

Good use is made of space. Children have easy access to a wide range of resources and activities. This is reflected in the very confident way that young children browse through the various storage boxes and make choices about their play. This promotes their independence skills. Children are able to develop an age-appropriate understanding of equality and diversity. They have access to a good selection of resources and activities to raise their awareness of the different aspects of diversity. The childminder presents as a good role model and makes positive use of discussion to give simple explanations about differences to the children. Children have opportunities to learn about people from other cultures through the recognition and celebration of different festivals from around the world. The childminder works very well with parents and other professionals and agencies. She has experience of co-working with others to ensure children receive the support required to meet their specific needs. Positive links are made with others delivering the Early Years Foundation Stage. Relationships with teachers at the nursery young children attend are good. The childminder ensures that pertinent information is exchanged to support children's continuity of learning. This helps her to plan effectively to promote children's learning and development.

Relationships with parents are positive. An effective induction procedure ensures that they receive relevant information about policies and procedures and the service offered. Information regarding children's needs and initial capabilities is obtained from parents and recorded. Through this the childminder is able to establish a very good knowledge of each child's starting points. Children are introduced gradually into her care. Introductory visits to the childminder's home assists this process and gives all parties the opportunity to become familiar with each other. Children settle very well. Parents are asked to inform the childminder of any relevant information that may impact upon their children's care. This is achieved through ongoing verbal feedback and parents' access to their children's records. A daily diary system enables parents to contribute information about their children's development as well as general matters. The childminder keeps parents well informed of their children's progress and development which allows them to support their children's learning. For example, a young child's current interest in jigsaws and another's fascination in joining things together and creating art work using glue. Feedback from parents is complimentary as reflected by the comments written in greeting cards the childminder has received. For instance, one parent states: 'I am impressed with the very safe, homely environment provided for my child', and another, 'You've given my child the best start and I appreciate all you do.'

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

The childminder supports children's learning and development effectively. She has a sound understanding of the Early Years Foundation Stage which she uses to support her practice and children make good progress. Systems to monitor individual children's learning are good. The childminder assesses each child's capabilities and retains this information mentally. This allows her to identify the next step she needs to take to help children to progress. A good variety of purposeful learning experiences are provided and the childminder promotes children's learning well through the use of discussion and questions. Children develop a good understanding of simple mathematical concepts such as, size, shape, colours and numbers. For example, this is shown in young children's ability to recognise and name primary colours and to count pieces of fruit as they put them into their bowls. Their efforts are praised readily by the childminder and this positive recognition helps promote their self-esteem. Children have opportunities to problem solve. For instance, they are confident as they fit jigsaw pieces together correctly. The childminder actively encourages children to ask questions, describe what they are doing and to recall past events. For example, one young child spoke of how their older sibling had been poorly. Children have ample opportunities to develop their language and literacy skills. Their personal, social and emotional development is particularly well nurtured. They are encouraged to show care and concern for others and they interact well with their peers. Warm, close relationships are evident between the childminder and the children. They turn to her for comfort and reassurance and she responds affectionately.

The childminder promotes a healthy diet and an active lifestyle. She discusses children's dietary needs in detail with parents. Fresh drinking water and other suitable drinks are available to children. They are offered a variety of nutritious meals and snacks. For instance, children choose a selection of fresh fruit and help prepare it as a morning snack. However, they do not wash their hands before doing so and this does not support the good standards of hygiene otherwise maintained. Efficient use is made of relevant policies and procedures. The childminder has a sound understanding of the action to take regarding the care of a sick child, accident management and the administration of medication. This helps to promote and preserve children's welfare. Children access fresh air and take exercise each day. They go for walks and visit parks and play in the garden. A good range of resources is in place to enable children to develop their physical skills. They enjoy indoor activities such as, dancing, playing ring games and regularly visit soft play facilities. Frequent outings are arranged. For example, to the library, shops, the beach and a children's farm. Younger children attend toddler groups several times a week. These outings provide children with additional opportunities to socialise with others and to develop and extend their understanding of the local community and wider world. The childminder makes consistent use of behaviour management techniques. For example, she distracts very young children and older children receive simple explanations and reminders of the rules. Children respond positively and their behaviour is good. Children are able to develop an awareness of safety. The childminder does this through her positive role modelling and the discussion of matters such as, road safety and

stranger awareness. This helps keep children safe.

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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