

Inspection report for early years provision

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Inspection date	08/02/2011
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.

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 three children in Newsham, Blyth, Northumberland. The childminder is registered to care for a maximum of six children under eight years of age. There are currently six children on roll of which three 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 family have four large dogs and two rabbits. The childminder is a member of the National Childminding Association and also a member of the local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder 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 of 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.

What steps need to be taken to improve provision further?

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

- further develop the risk assessment to cover anything with which a child may come into contact with.

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 constantly supervises the children in her care and numerous risk assessments are in place to further support children's safety. However, they do not identify the trip hazard in the kitchen due to loose floor covering.

The childminder has developed an effective system to evaluate her provision and recognises the importance of continuous improvement. All previous recommendations have been fully met from her previous inspection. In addition, she continues to arrange relevant training to update her knowledge and improve

outcomes for children. The childminder makes good use of her space and resources. Children move around the space confidently and choose independently from a wide range of age appropriate resources which are easily accessible to them. The childminder demonstrates a very positive attitude towards ensuring that all children are fully included at the setting and gathers relevant information to ensure their individual needs are fully met.

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 diaries and daily discussions, keep parents 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 extremely aware of the importance of maintaining links with other providers of the Early Years Foundation Stage. She places utmost priority in maintaining very good links, which ensures children's continuity of learning. For example, she works alongside school teachers to support children's language skills using innovative methods to help children make progress in their language and communication skills.

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

Children feel secure and welcome in the childminder's home. She knows the children in her care well and confidently describes their needs and stages of development. She has implemented well-written observations and assessments of children's development which are linked effectively to the 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 beginning to make real progress in their social skills as they attend toddler sessions. They confidently interact and enjoy the opportunity of mixing with and sharing activities with children of similar ages and abilities. The positive experiences children gain help them to develop skills for future success. Children constantly receive purposeful support from the childminder so they feel safe, valued and secure, which increases their desire to learn. They chatter constantly to the childminder who listens to them carefully. She skilfully repeats words back to them to support their speech and praises them for all their efforts. Children make good progress in their problem solving and numeracy skills as they display a great interest and determination to complete the jigsaw puzzles, taking time to consider the shapes as they attempt to fit them together. Children display avid curiosity and interest in the various programmable toys and resources available to them. For example, they confidently press the buttons on the small world imaginative toys listening to the various recordings of the vehicles such as helicopters and fire engines. This greatly supports children's imagination and continues to support them in their overall development.

The childminder is fully committed and takes all reasonable steps to ensure the children's welfare needs are met. The childminder teaches the children to keep themselves safe, and works with them in developing effective practices to ensure

their safety and wellbeing. For example, road safety is practiced on all outings and children complete safety booklets, which provides them with further understanding of keeping themselves safe. 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. For example, they enjoy regular visits to the beach and local parks where they have freedom to explore in the outdoors. They are becoming increasingly aware of the natural world as they splash in the puddles and discuss the birds they see perched on a nearby telegraph pole. 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 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	1
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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