

Inspection report for early years provision

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Inspection date	03/02/2011
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 1990. She lives with her husband in Forest Hall, Newcastle upon Tyne. The whole of the ground floor and first floor bathroom of the childminder's home are used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 7am to 6.30pm for 50 weeks of the year.

The childminder is registered to care for a maximum six children under eight years at any one time, of whom no more than three may be in the early years age range. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is currently minding four children of which three children are in the early years age group. The childminder collects children from the local schools and attends several toddler groups on a regular basis. Links have been established with other early years settings.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The wide range of fun activities provided by the warm and experienced childminder ensures that children enjoy their time in her care and make good progress in their learning. All policies and procedures are inclusive and implemented effectively to promote children's welfare. Effective partnerships with parents and other early years providers ensure that the children's individual needs are met well. The childminder has a good understanding of her areas for development and demonstrates a positive attitude towards attending further training. This helps to promote outcomes for children and ensures continuous improvement.

What steps need to be taken to improve provision further?

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

- make effective use of observations of children to show how next steps inform future planning and to show the progress children are making towards the early learning goals
- develop further procedures to promote reflective practice, self-evaluation and identify priorities for development, for example, by involving parents and children in the process.

The effectiveness of leadership and management of the early years provision

The childminder ensures that all children in her care are safeguarded well. This is supported by a clear written safeguarding policy and a good understanding of

procedures to follow should she have a concern about a child. Risk assessments for the home, garden and outings, along with a good range of appropriate safety equipment, such as stair gates, ensure that children play in a safe and secure environment. All documentation required to promote the effective management of the setting is in place and organised effectively to promote confidentiality. A comprehensive range of policies and procedures, which are implemented effectively by the childminder, further promote children's welfare.

The childminder demonstrates a positive attitude towards developing her practice through ongoing training. She shares good practice with other childminders and reflects on what has worked well, for example, by using books to introduce topics such as 'feeling scared'. Parents provide lots of verbal feedback and comment that they are 'very happy' with the care and learning she provides. However, she has not developed further systems to effectively involve parents and children in the self-evaluation process. The childminder supports children's awareness of diversity by introducing resources which reflect positive images of race, gender and disability along with planned activities, such as celebrating the Chinese New Year. Committed to providing a fully inclusive environment, she uses key words to help bilingual children feel secure and included in her care. Resources are plentiful and of a good quality. They are clearly displayed in labelled boxes, supporting participation and encourages children to make independent choices about their play and learning.

The childminder understands the importance of developing positive relationships with parents. Contracts are used to set out clearly the expectations of both parties and parents sign to say they have read all of the relevant policies and procedures. Daily verbal feedback, along with diaries and access to their child's learning records, ensure that parents are kept well informed about their child's care. In addition, a noticeboard displays relevant information such as the childminder's certificate of registration, qualifications and planned activities. This helps parents to be involved in their child's ongoing learning. Children who attend more than one setting are supported well by the childminder. She gathers information about planned topics from local nurseries and uses diaries to share information about children's learning and activities. This helps to promote continuity of care and learning for children.

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

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. She plans a good range of activities both inside and outside of the home, which effectively cover all areas of learning. Each child has an individual file which includes well-written observations linked to the areas of learning. However, these do not clearly show the progress children are making towards the early learning goals and it is not clear how these are used to inform future planning. Nevertheless, the childminder clearly knows the children well and confidently describes their individual needs and stages of development. As a result, they are making good progress in all areas of learning.

Children are happy in the childminder's care and constantly receive purposeful support. This helps them to feel safe, valued and secure, which increases their desire to learn. The childminder interacts well with them to support their learning. She sits on the floor and engages fully in their play, for example, talking to them about how big their tower is and supporting number skills as she counts blocks. The childminder takes time to explain and encourage children, for example, showing young children how to fit blocks together or how to use scissors. This helps them to begin to develop their problem solving skills as well as promoting hand to eye coordination. Children are becoming aware of shape, patterns and textures as they roll, cut and make shapes out of play dough. They have good opportunities to develop their communication skills. They sing songs and rhymes and clearly love books which they independently select for the childminder to read to them. A good range of programmable toys, including tills and toy laptops, helps to introduce children to information, communication technology. The children attend a wide variety of local toddler groups, this, providing them with good opportunities to play and socialise with their peers.

The childminder promotes children's welfare very well. Children are provided with healthy and nutritious meals and snacks which take into account any dietary requirements. They have good opportunities to learn about healthy lifestyles through consistent daily routines such as washing hands before meals and role play. For example, they dress up as doctors and the childminder encourages them to listen to their hearts. Planned activities such as practicing road safety and fire drills help children to learn about keeping safe. This is combined with gentle reminders from the childminder for them to be careful in the home, so they do not fall or get hurt. The childminder has a very good understanding of the importance of using positive encouragement to help children to begin to learn right from wrong. She makes effective use of distraction and encourages the children to share and be kind to one another. As a result, children are well behaved and have clearly developed close and caring relationships with the childminder. This helps 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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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