

Inspection report for early years provision

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Inspection date	16/02/2011
Inspector	Shirley Peart
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 1992. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Morpeth, Northumberland with her husband. The home is situated in a residential area close to the local schools and shops. The ground floor of the home and a bathroom on the first floor are used for childminding. There is an enclosed garden for outdoor play.

The childminder is registered to take a maximum of six children. There are currently five children attending who are within the Early Years Foundation Stage age group. The childminder also offers care to four children aged over five years and three children aged over eight years, all children attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming environment by a dedicated, experienced childminder. She knows the children in her care very well, therefore, she meets their individual needs successfully so that they are very well supported and make good progress. Children's safety and welfare is mostly well attended to, although some documentation lacks information. She continually works hard to provide a good service and she has some plans for improvement. The childminder suitably reflects on her practice, although she does not yet use self-evaluation fully to identify what needs to be improved to enhance the outcomes for children further.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- update the risk assessments to clearly show when they were carried out, date of review and any action taken following a review or incident. 16/03/2011

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

- consider using a form of self-evaluation to establish how quality improvement impacts on children's enjoyment and achievement.

The effectiveness of leadership and management of the early years provision

The childminder has recently attended safeguarding training, which has helped her to develop her knowledge and understanding further about child protection issues. Therefore, she is well aware of her responsibilities and knows what to do if she has

concerns about a child. She has appropriate written risk assessments in place that cover the premises and each outing. However, the record does not include when it was carried out, date of review and any action taken following the review, which is a breach in a specific legal requirement. However, children are safe as the childminder does have a good understanding of safety issues and she uses child safety equipment well to ensure that they are protected from hazards. Children have plenty of safe space to play and move around freely and toys and resources are clean and age appropriate. They happily tidy away toys and activities after use before getting others out so that there are no mishaps from unnecessary clutter. Children learn to care for the planet's resources as they are actively involved in recycling, and they know the correct place to put their used items.

The childminder ensures that she thinks about a child's individual needs before admitting them to her setting. She considers all of the children in her care and how she will meet all of their needs before taking on a new child, demonstrating a clear commitment to inclusion. Children have access to a very good range of diverse story books that help them to understand that there are other cultures and people with varying needs in our society. They also follow on activities in the childminding setting that they may have carried out at school and nursery, such as, celebrating Chinese New Year.

A long-standing, dedicated childminder who clearly enjoys her role cares for children very well. She attends training when she can, although realises that this is an area that she would like to improve as she recognises the importance of keeping up-to-date with current child care practice. She continually thinks about what she does well; for example, during activities she reflects on what went well or what she would change, but she does not evaluate her provision as a whole to establish how quality improvement impacts on children's enjoyment and achievement.

The childminder develops friendly relationships with parents and she is a popular choice as parents generally choose her service through word of mouth. They exchange two-way information regularly, contracts and consents are in place and she shares her written policies with them so that they understand her responsibilities. Parents and children are pleased with the childminder's care, which is reflected in the highly positive thank you cards. The childminder and the childminding group that she regularly works with, are pro-active in aiming to build relationships with the local nursery that children also attend, to ensure continuity and coherence are provided for the children.

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

The childminder uses the Early Years Foundation Stage framework flexibly to help her focus more on the areas of learning and how to track children's development and progress. For example, she makes good links with her general activities and outings against each of the six areas of learning. She carries out spontaneous observations on children and then maps these back using information from the 'Practice Guidance' ensuring that she has noted what she will plan next to help

children enjoy and achieve. She is well aware that children learn through play and by doing things that interest them, such as, how they learn to count and recognise colours and numbers as they enjoy playing with specific toy trains.

Children are highly independent, settled and very happy with the childminder. They eagerly and excitedly approach their activities and she is fully involved in their play and learning. Children self-select games and activities from the toy cupboard and they concentrate very well on threading buttons or building blocks. Throughout their play they talk about what they are doing, suggest ideas and answer questions. Pre-school children successfully count up to five in context, name shapes correctly, build a wall for 'Humpty Dumpty' and join in happily with songs and rhymes that they know. By being actively involved in meaningful play such as this, they clearly enjoy and achieve very well throughout the areas of learning as well as having lots of fun in the process.

Regular routines help children remain safe when they are out and about, as the childminder uses reins and buggies and they take a safe route home where children learn clear boundaries. Children have a close, natural rapport with her, they sit on her knee to look at books and receive plenty of spontaneous cuddles that make them feel safe and secure. Their behaviour is good, they are very self-assured and know what they want, as they confidently tidy away toys and find lids for boxes to put them away. The childminder provides a clean, welcoming home where children are appropriately protected from cross infection. She does not take children if they are ill or have contagious infections and follows a clear exclusion policy and she encourages them to put their hands over their mouths when coughing. Children enjoy healthy snacks of mixed dried fruit and they help themselves to drinks. Their overall well-being is promoted very well as they benefit from daily fresh air and robust exercise as they walk everywhere or play on the spacious nearby field after the nursery or school day.

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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provide copies of the written statements of safeguarding procedures and complaints procedures for parents. (Providing information to parents) 16/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- Take action as specified above. 16/03/2011