

Inspection report for early years provision

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Inspection date	01/03/2011
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 1994. She lives with her husband and two adult children. Their home is a farmhouse in rural Northumberland, the nearest village is Chathill. Children have access to the living room, dining room, dining kitchen and bathroom on the ground floor. The childminder is registered to care for a maximum of six children under eight years. There are currently four children on roll of which two 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. The childminder cares for children throughout the year, weekdays only. The family has six dogs, which are housed in kennels, a rabbit and a guinea pig which are also housed outdoors as well as an indoor fish tank.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is committed to providing a welcoming and inclusive environment where all children are valued and respected. She knows children very well and provides a broad range of activities which cover all areas of learning. She works in close partnership with parents to ensure individual needs are fully met. The childminder has improved her practice by addressing the recommendations raised at her last inspection as well as attending relevant training. This demonstrates a positive approach to her continuous improvement. Systems to observe and assess the children are in place which she is beginning to use to plan for their next steps of development.

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
- develop further the procedures to promote reflective practice, self-evaluation and identify priorities for development to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder displays a clear understanding of safeguarding issues and as a result children are safeguarded and their welfare is protected well. She is clear about procedures she should follow should she have any concerns and has clear guidance in place to support her including contact numbers. 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.

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 has increased the supply of toys and resources to continue to support and improve outcomes for children. All previous recommendations have been fully met from her previous inspection. The childminder makes very good use of her space and resources. Children move around the space confidently and choose independently from a wide range of good quality age-appropriate resources which are rotated regularly by the childminder. 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 including books and television programmes.

The partnerships with parents are good. The childminder shares information with them daily as well as completion of diaries to inform them of their children's progress. Consequently, parents can contribute towards their children's learning at home from the detailed information provided for them. In addition, they have access to all relevant policies and procedures and contracts set out clearly the expectations of both parties. There are currently no children attending who access care and education in more than one setting. However, the childminder is fully aware of the benefits of sharing relevant information with other practitioners to ensure continuity of care.

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

The childminder 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 records observations and assessments of children, however, these are not used consistently to plan for their next steps of learning.

Children make very good progress in their communication and language skills through the skilled support and encouragement they receive from the childminder. Their language is developing rapidly as they discover many new words. The childminder listens carefully to the children, repeating words and phrases back to them to encourage and support their understanding further. They display a keen interest in books and thoroughly enjoy sitting on the childminder's knee sharing stories together. They are beginning to understand that the print brings meaning as they follow the story together and join in with the well-known phrases. The childminder sustains their interest further by encouraging them to discuss the pictures displayed as well as stroking the 'touch and feel' books. They are confident communicators and love to mimic the sounds of the animals displayed in the colourful books. Children 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 muscle skills. Children clearly enjoy creative play and are provided with a range of resources to

encourage their imagination. They select from the wide range of floor toys and thoroughly enjoy pushing the tractors and wheeled vehicles around the room. They chatter constantly stating they are tractors as well as rescue vehicles. Children have good opportunities to develop their information and communication technology skills as they have access to a broad range of programmable toys. For example, they press the buttons on the interactive toys and enjoy listening to the familiar tunes.

Children have very good opportunities to develop their physical skills. For example, they regularly play in the large enclosed garden where they have opportunities to run and climb, as well as enjoying the many trips around the farm. They enjoy nutritious meals and have access to regular drinks, which fully comply with their dietary requirements. They are beginning to understand the importance of good hygiene and smell the soap on their hands to ensure they are clean before they enjoy lunch. All of this contributes to support children's overall health and well-being. Children behave very well in the childminder's care and respond positively towards her. The childminder has realistic expectations in accordance with each child's age and stage of development and is a very good role model for them. Children demonstrate their feeling of being safe as they approach her for comfort and reassurance. 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 praises them in their efforts to tidy up to ensure safe and clear floor space.

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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