

Inspection report for early years provision

Unique reference number	311810
Inspection date	08/03/2011
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 1993. She lives with her husband and adult son in Low Fell, Gateshead. The whole of the ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. There is a pet snake on the premises housed in an upstairs room, which minded children do not have access to.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder holds a Level 3 childcare qualification. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in learning and development. The childminder promotes an inclusive, safe environment where the uniqueness of each child is fully recognised and nurtured. Effective policies, procedures and records are maintained. Strong arrangements for safeguarding children and promoting their welfare are in place. Partnerships with parents are highly effective. Relationships with other providers of the Early Years Foundation Stage are progressing in order to provide continuity for children's development and learning. The childminder understands her strengths and demonstrates the capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop knowledge about different cultural groups in order to extend children's awareness of diversity
- continue to promote coherence of learning and development across different settings and related to the child's experience at home.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a strong commitment to safeguarding children. She has attended suitable training and has good understanding of her role and

responsibilities and the procedure to follow should she have a concern. A written policy is in place that is shared with parents, although, information is not provided in the event of an allegation being made about a household member. Written risk assessment documentation has been meticulously prepared and covers all areas of the house used and venues visited with the children. This is reviewed on a regular basis and identified risks are removed or minimised, thus ensuring continuing good levels of safety. Children's records required for the safe and efficient management of the childminding provision are in place and well managed.

The deployment of resources is excellent because the childminder organises the play equipment so that children can independently select their chosen activities and resources. Excellent levels of supervision and support ensure that children's individual needs are significantly enhanced. The utmost priority is given to provide an inclusive childminding service, where all parents and children feel welcome. She has resources and planned outings that ensure children gain an insight into the differing needs of people within their local community.

The childminder successfully evaluates her practice and continues to take steps to improve her service. She has achieved a recognised childcare qualification, has attended further training about food safety and addressed the recommendation from her last inspection. These measures have a positive impact on the quality of her service.

The childminder has developed a strong partnership with parents. Prior to care commencing she shares all her documentation, including written policies and procedures with parents, which ensures that they have an effective understanding of her service. This includes procedures for missing or uncollected children or if a parent has a complaint. The use of a daily diary, showing routines and observations of their child, continues to keep parents fully informed. Good cooperation and understanding of children's individual needs by all parties enables successful transition into an additional setting within the Early Years Foundation Stage. Some steps are taken to develop continuity in learning and development.

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

The childminder has an excellent knowledge of children's individual abilities and interests. Through regular observations and assessment of their needs, she clearly identifies the next steps in children's learning. Her skilful teaching methods enhance and extend their knowledge. For example, children recall her pictorial descriptions of particular numbers and correctly identify them. Her encouragement leads children to an increasing appreciation of specific activities where there may not be initial interest. As a result, these effective measures actively promote children's progress.

Children show a strong sense of security and feel safe in the setting. They show a relevant and practical understanding of their safety, they take responsibility as they use implements and resources correctly and know to keep a safe distance

from the swing when in use. Children demonstrate exemplary behaviour and understand what is expected of them. They are happy and confident, spontaneously singing whilst they play. They develop good independence skills as they are able to make choices and explore their environment independently. Children have a good understanding of hygiene. They routinely wash their hands after using the bathroom and dispose of individual towels into the bin without prompting as they understand about germs.

Children have access to drinks at all times in their own cup. They enjoy a healthy lunch from the menu, of shepherd's pie and vegetables, followed by yoghurt. Snacks include fruit, such as banana and grapes which children can help to prepare and share. Children engage in wide range of physical activities, both indoors and outside, increasing their understanding about the importance of exercise. They access the garden in which climbing apparatus and swings are available. Indoors they initiate and enthusiastically engage in dance and confidently follow both verbal and visual instructions, encouraging the childminder to participate.

Children develop excellent skills for the future. Success in recognising numerals and letters through a variety of activities, including electronic toys, motivates children to build on this experience. They are developing the ability to solve problems. They know, for example, that a sandcastle can be built with wet, but not dry sand. Children have an excellent sense of where they belong in their community. They are inquisitive to know about street names and the time of day to make sense of their routine. They work extremely independently in their chosen activities, such as playing with the train set where they talk about the dangers of the level crossing. They play imaginatively when dressing up and use a stethoscope whilst pretending to be a doctor. They learn about insects and spiders on a visit to a museum and make images of what they see in play dough and talk about different shades of colour. Suitable opportunities and resources are available to learn about other cultures.

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	1
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	1

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	1
The extent to which children develop skills for the future	1

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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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