

Inspection report for early years provision

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Inspection date	28/03/2011
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.

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 1996. She lives with her husband and three adult children in Stocksfield, Northumberland. The family have a pet dog. The whole of the ground floor and lower ground floor bathroom of the childminder's home is used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 7.15am to 6pm for 48 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 10 children of whom eight are in the early years age range. The childminder collects children from the local school and nursery and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a caring and friendly environment where effective systems are in place to ensure that all children are safeguarded, healthy and their welfare promoted well. She provides children with a good range of activities which cover all areas of learning and interacts effectively with them to support learning. As a result, children make good progress in their learning and development. Well-established relationships with parents ensure that the childminder is able to meet the individual needs of all children. However, procedures to share information about children's individual progress towards the early learning goals with other providers of the Early Years Foundation Stage are not fully established. The childminder is aware of areas of development. This helps to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systems to observe, analyse and use the information found out about the children to plan for the next steps in children's learning, including those who only attend on an irregular basis
- implement procedures to regularly share children's learning and development records and any other relevant information with other practitioners.

The effectiveness of leadership and management of the early years provision

Effective procedures are in place to safeguard children. The childminder has attended relevant training and, as a result, has a good understanding of the signs

and symptoms of abuse and procedures to follow should she have any concerns. Children are kept safe in the childminder's care as she implements effective procedures such as keeping external doors locked, maintaining close supervision of children at all times and ensuring that hazardous materials are out of children's reach. This is supported by daily checks and a record of risk assessment to further support children's safety in the home and on outings. The childminder holds a current first aid certificate and has permission from parents to seek emergency medical treatment. This ensures that she could respond quickly and appropriately to any accidents.

Children's wellbeing is promoted as the childminder works closely with parents from the start. This ensures that she is well informed about each child she cares for and that they have their individual needs met well. Parents are invited for introductory sessions and sign to say they have received copies of all relevant policies and procedures. Important information, such as her certificate of registration and public liability insurance, are clearly displayed for parents to see. As a result, parents are well informed about the service she provides. The childminder has clearly developed close relationships with parents and feedback from parents is very positive about the learning and care she provides. Verbal feedback and access to observations of children's learning keeps parents informed about their child's development and enables parents to continue their children's learning at home through similar experiences. The childminder gathers information from other providers of the Early Years Foundation Stage about planned themes. This enables her to build upon the activities they are doing at nursery. However, she has not developed her procedures to share information about children's individual progress to further support continuity of learning and care for children.

The childminder demonstrates a genuine commitment to developing her practice, for example, through attending training and discussions with other childminder's. She has fully addressed all of the recommendations raised at the previous inspection, for example, improving systems for recording accidents. This helps to support children's welfare and promotes outcomes for children. Play opportunities are supported well as resources and space are used to good effect at the childminder's home. For example, photographs of resources enable children with English as an additional language or those whose language skills are not yet fully developed to clearly show what resources they want to play with. This supports all children in making confident choices about their learning and development.

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

All children are eager to learn, self assured in their play and confident in the childminder's care. The childminder demonstrates clearly that she has good understanding of the Early Years Foundation Stage and uses this to support children's good progress towards the early learning goals. Children have individual books or files which include photographs and observations which are linked to the areas of learning. However, observations do not identify children's individual next steps in learning. This makes it difficult to see how planning is based on the individual needs of all children, including those who only attend for short periods of

time. The impact of this is, however, low as the childminder clearly knows the children well and provides practical, worthwhile daily activities which provide good opportunities for the children to develop skills in each of the areas of learning.

Children are clearly happy and relate well to the childminder's warm and caring nature. She uses a positive and consistent approach to managing behaviour. As a result, children behave well and learn the importance of clear boundaries and good manners. The childminder interacts well with the children to extend their learning. Fully involved in their play she supports learning as asks open ended questions as they play, for example, 'what colour is this' or 'do you know what this is called?'

Naturally inquisitive and keen to learn, children's skills for the future are developed through a good range of counting and problem-solving activities. For example, they count how many spiders they can see as they read a story, name shapes and colours as they play with shape sorters and are supported by the childminder as they try counting backwards from ten. Children's communication skills are developing very well. They confidently and enthusiastically join in with songs and rhymes which they clearly know very well, dancing and tapping out numbers on musical instruments. A variety of creative activities promote children's self-expression whilst having fun. For example, they paint using their hands and stamps, and use glue, glitter and paper to make cards for mothers day. The childminder supports children's awareness of diversity by introducing resources which reflect positive images of race and gender. They further develop their growing understanding of the world that they live in through a variety of well planned and spontaneous activities such as planting daffodils and going on trips to the farm.

Children's good health and wellbeing is promoted well, as the childminder implements effective routines and procedures, for example, washing hands before snack and maintaining a clean and well kept home for children to play. Some meals are provided by parents, however, the childminder understands the importance of helping children to learn about healthy foods. For example, she encourages them to eat their fruit as it will make them, 'grow big and strong' and plans activities such as making healthy pizzas. This is combined with regular opportunities for physical exercise, such as taking the dog for walks, playing in the garden and going to see the ducks and horses. Children have good opportunities to learn about how to keep themselves safe on outings and in the home. For example, they practice road safety and clearly know safety routines such as holding the banister as they walk downstairs. The childminder provides children with a secure environment. They move around space independently and are very confident with the childminder. For example, they approach her for support and are clear about what they do or do not want to do. As a result, children are clearly happy and settled in the childminder's care.

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	3
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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