

Inspection report for early years provision

Unique reference number	311577
Inspection date	30/03/2011
Inspector	Anthea Errington
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1997. She lives with her husband and adult daughter in Wardley, Gateshead. The childminder is registered to care for a maximum of six children under eight years. There are currently seven children on roll of which one is in the early years age group. Areas of her home children have access to include the living room, kitchen and conservatory on the ground floor. A bathroom is available for their use on the first floor and rear garden available for outdoor play. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She cares for children on weekdays throughout the year. The family has four dogs and two rabbits.

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. The childminder has a good understanding of the Early Years Foundation Stage and has developed systems for observation and assessment of children. Most documentation is in place including written policies and procedures. The childminder is beginning to reflect on her practice and recognises the need for continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop procedures to promote reflective practice, self-evaluation and identify priorities for development to improve outcomes for children
- record detail of fire evacuation drills in a fire log book.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her role and responsibilities with regard to safeguarding children in her care. She has completed relevant training and is clear on the procedures she should follow if she has any concerns with regard to the children. She has appropriate written policies and procedures relating to safeguarding and she ensures parents are aware of these at the onset of a placement. A suitable record of risk assessments for the home along with daily checks and appropriate safety equipment, such as, stair gates and cupboard locks ensure that children are kept safe within the home and on outings. In addition, children practice fire evacuation which teaches them simple but effective ways to stay safe; however, these are not recorded.

Children make independent choices from the broad range of resources which are

well organised, clean and well maintained. 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 and activities. The childminder has begun to evaluate her provision and recognises the importance of continuous improvement. All previous recommendations from her previous inspection have been fully met. In addition she monitors the care she provides through regular discussion with other providers.

Good relationships are maintained with parents. Contracts are used to set out clearly the expectations of both parties and daily discussions are used to keep parents fully informed. In addition, the childminder completes learning journals for each child with detailed observations and assessments of children's learning. Consequently, parents can contribute towards their children's learning at home from the clear information provided to them. 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 has a good understanding of the Early Years Foundation Stage. She knows the children very well and confidently describes their needs and stages of development. She keeps informative observations and assessments of children and links these effectively to the areas of learning and provides them with a good range of activities to support their overall learning and well-being.

Children are provided with many opportunities to socialise with children of similar ages and make very good progress in their personal and social skills. For example, they regularly visit the library, soft play and meet up with other minded children at local parks. Children are extremely confident to express themselves and constantly chatter with the childminder. They state how they like their friends and have to be kind and share with them. The childminder responds to them with warmth and kindness which increases their desire to learn and interact. They are becoming extremely skilled in mark making and writing skills as they practice on the magnetic drawing boards. With the childminder's support they recognise the letters of their names and attempt to form the letters. Children display a keen interest in books and particularly enjoy reading favourites such as 'Bills baggy trousers'. They recognise that the print brings meaning as well as using the pictures to re-tell the story. Children make steady progress and develop well in their problem solving and numeracy skills and skilfully count the number of stairs as they come down them. They skilfully identify shapes and colours as well as the numbers displayed on the toy mobile phone. Children enjoy lovely opportunities to discover the natural world as they regularly visit local countryside parks to feed the ducks. In addition, this provides them with very good opportunities for exercise and fresh air supporting their overall health and well being. Children have good opportunities to develop their information and technology skills as they have access to a broad range of

programmable toys, including children's computers, which supports them well in developing skills for the future. They thoroughly enjoy looking at photographs displayed in learning journals and recognise friends and recall special events such as birthday parties.

The childminder is fully committed and takes all reasonable steps to ensure the children's welfare needs are well met. They learn about keeping themselves healthy as they regularly wash hands and access clean towels to prevent spread of infection. In addition they are provided with good opportunities for sufficient exercise and fresh air as they regularly play outdoors in the garden or in local parks. Children demonstrate their feeling of being safe as they approach the childminder for comfort and reassurance. They behave very well in her care and respond positively towards her. She has realistic expectations in accordance with children's ages and stages of development responding towards them with patience and purposeful 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	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

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