

Inspection report for early years provision

Unique reference number	EY416523
Inspection date	26/05/2011
Inspector	Julie Morrison
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).

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 2010 and lives in Consett. The whole of the ground floor of the childminder's home and the first floor bathroom and spare bedroom is used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 7.30am to 5pm 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 three children all of whom are in the early years age range. The childminder attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, well settled and eager to join in activities in the friendly and welcoming environment provided by the childminder. They are making good progress in their learning and development because the childminder provides a wide range of activities which cover all areas of learning. This is combined with emerging procedures to share information with parents and other providers to begin to promote continuity of learning and care for children. Children's welfare is promoted well and all required documentation to safeguard them is in place. The childminder evaluates her provision effectively and is continuously improving her childminding practice through observations and reflection.

What steps need to be taken to improve provision further?

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

- develop partnerships with parents and other providers to further involve them in children's continuous learning and development
- develop systems to ensure that identified next steps are consistently used to inform future planning and meet children's individual needs.

The effectiveness of leadership and management of the early years provision

Children are well cared for in an environment which is comfortable and secure and where risks are identified successfully, addressed and minimised effectively

through the use of appropriate safety equipment such as stair gates and cupboard locks. This is further supported by a clear record of risk assessment for all areas of the home and outings. The childminder has a secure understanding of safeguarding signs and symptoms including procedures to follow if she had a concern about a child. Consequently, children are well protected.

Although the childminder has only been minding for a few months, she demonstrates a genuine commitment to reflecting on, and evaluating her practice in order to improve outcomes for children. She has completed the Ofsted self-evaluation form and has a secure understanding of her areas for development. The effective organisation of space and the good levels of support provided by the childminder allow children to move around safely and freely. This helps them to develop their independence and allows them to make choices about their learning and play.

Parents have a good understanding of the services provided by the childminder as she provides them with copies of all policies and procedures. Further information, such as her certificate of registration and public liability insurance is clearly displayed for them to see. The childminder ensures that parents are kept up to date about their child's learning and care through daily diaries for babies and verbal feedback. Parents also have access to their child's learning journal, although as yet they have not contributed to these. However, the childminder is aware of this as an area to develop. Questionnaires have been used to good effect and parents speak highly of the care and learning their children receive. The childminder is beginning to establish procedures to share information with other providers of the Early Years Foundation Stage. For example, writing information in their nursery diaries. However, such systems are in their infancy and not fully developed to further support continuity of learning and care for children who attend more than one setting.

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

The childminder is developing a secure understanding of the Early Years Foundation Stage. She uses this to inform her planning and to ensure that children take part in a wide range of activities which cover all areas of learning. Children's all round development is fostered appropriately, because the childminder provides a wide range of age-appropriate activities for all children. She extends their learning and development by being actively involved in their play. Therefore, children are happy and settled in her care and clearly enjoy their play and being with her. The childminder monitors children's progress towards the early learning goals by recording observations of the children in their individual learning journeys. These are clearly linked to the areas of learning and next steps in the children's development have been identified. However, as yet, effective systems to show how identified next steps are being used to inform future planning have not been established. This has a minimal impact on children's progress as the childminder clearly knows them well and planning is flexible to take into account children's

interests and development.

Children's communication skills are fostered well resulting in good interactions between themselves and the childminder. For example, they clearly enjoy books, selecting them independently to 'read' out loud or taking them to the childminder for her to read to them. The childminder extends their learning well, for example, she encourages older children to talk about the pictures and uses repetition and praise to support babies' emerging vocal skills. Children use counting and numbers well in everyday play situations, for example, the childminder asks them how many fences they need to build their farm and they sing well known counting rhymes such as 'five little ducks'. This helps children to learn in a fun way. All children have good opportunities to develop their creative skills, for example, they paint, draw, stick and colour. This supports even the youngest of children in beginning to develop their basic mark making skills. The childminder provides an inclusive atmosphere which allows the children the freedom to develop their own personalities in a warm, caring environment. They are encouraged to consider and respect diversity through access to a wide range of appropriate resources and discussions as they play, for example, dressing up in saris and talking about where they come from. Children behave well in the childminder's care as she employs a consistent approach to behaviour management. They begin to develop their skills for the future as she encourages them to work together, share and be kind to each other.

Children's welfare is successfully promoted by the childminder. They learn about keeping safe through planned activities such as practising road safety and fire drills along with discussions as they play. For example, the childminder encourages them to talk about why they need to wear helmets when riding bikes. Children enjoy a range of activities that contribute to good health. They are able to rest and sleep according to their individual needs and parent's wishes and have regular opportunities to take part in physical play activities. For example, walks to feed the ducks, visiting toddler groups and outings to the farm. Planned activities such as growing peas and strawberries and talking about healthy foods further supports their understanding of healthy lifestyles. All required documentation along with effective policies, such as sick child procedures, help to safeguard children's good health.

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
--	---

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
--	-----