

Inspection report for early years provision

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Inspection date	18/05/2011
Inspector	Sharon Greener
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.

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Description of the childminding

The childminder was registered in 2010. She lives with her husband and four children aged five, 15, 18 and 20 years old. They live in the residential area of Morpeth in Northumberland. The whole of the ground floor of the childminder's house and the bathroom located on the first floor are used for childminding. There is an enclosed yard for outdoor play. The childminder is registered on the compulsory part of the Childcare Register. She is registered to care for a maximum of five children aged under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group. There is one child on roll aged over five years. The childminder cares for children weekdays from 8am to 6pm for 48 weeks of the year. Links are made with others delivering the Early Years Foundation Stage.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Parents and children are welcomed into an inclusive environment where they are valued as individuals. The childminder works very well with parents and build positive links with others to meet children's needs. Children have access to a good variety of resources and activities and they make good progress in their learning and development. Systems to evaluate the service, care and education provided are effective and identify most areas for development to support continuous improvement. The required documentation is in place and it is very well maintained.

What steps need to be taken to improve provision further?

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

- develop further systems of encouraging parents to consistently contribute information about their children's learning and development to help inform planning.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of how to safeguard children from harm and has completed relevant training. Parent's access to a written policy ensures that they are aware of the procedure. Visual risk assessments are conducted before children's arrival each day. Formal risk assessments are completed bi-annually and recorded and help to remove or minimise risks to children. Appropriate safety equipment is in place. The premises is secure. Regular fire drills are completed and recorded. Children are very closely supervised. Arrangements for the collection of children are strict. Only designated people known to the childminder are able to collect children. She has a good knowledge of relevant

policies and procedures. For instance, those regarding a lost child or an uncollected child. Her understanding of how to manage a complaint is sound. Effective systems are in place to enable the childminder to evaluate her practice and this helps promote continuous improvement. She holds Council for Awards in Child Care, Health, and Education Level 3 certificates in Homebased Childcare and seeks out training to enhance her skills and practice. Space is put to good use and children have easy access to resources and activities within the constraints of safety. This allows them to choose their own activities and make decisions about their play. Resources and equipment are very clean and very well maintained. Children are able to develop an age appropriate awareness of equality and diversity. This is achieved through the provision of resources that help positively reflect the different aspects of diversity. The childminder presents herself as a good role model and promotes differences in a positive manner. She makes effective use of discussion to help explain differences simply to children. The childminder recognises the importance of working closely with parents and others to ensure that children get the support they require in order to meet any specific needs they may have.

Positive links are made with others delivering the Early Years Foundation Stage. The childminder shares pertinent information with other early years practitioners about individual children's development and they work together to support children's continuity of learning. Relationships with parents are good. An effective induction procedure ensures that they are very well informed about policies and procedures and the service provided. Children are introduced gradually into the childminder's care through several introductory visits to her home. This enables all parties to become familiar with each other and children settled very well. Relevant details about children's need and initial capabilities is obtained from parents and recorded. This allows the childminder to establish a sound understanding of children's starting points. Parents are asked to keep her informed of any relevant information that may impact upon the care of their children. However, feedback from some parents about their children's learning progress is not consistently provided. Parents are kept very well informed of their children's progress and development. The childminder informs them of any particular interests their children have and their preferred activities. For instance, the childminder's current focus to reinforce and extend a young child's language and vocabulary skills. This allows parents to support their children's learning at home.

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

The childminder makes good use of the Early Years Foundation Stage to inform her practice. She has a sound understanding of how to support children's learning and development and children make good progress towards the early learning goals. They have easy access to a wide range of age appropriate activities and learning experiences to support and enhance their learning. The childminder conducts regular observations of individual children which allow her to effectively evaluate each child's capabilities. She makes good use of information to identify the next step to take to help each child progress. Questions and discussion are used effectively to promote and reinforce children's learning. Children's language

and literacy and mathematical development are actively promoted. They enjoy listening to stories and looking at books. They are encouraged to describe what they are doing and what they can see. For instance, the childminder encourages a young child to say what they are drawing as they make marks on paper with a crayon. The child responds willingly by growling and says 'dragon.' During outdoor play, a young child points to and names items, such as, a toy seahorse and bee. The childminder repeats the words enthusiastically as a means of praise and recognition of the child's abilities. Such positive recognition helps nurture children's confidence and self esteem. A good range of resources, activities and everyday tasks provide children with opportunities to develop their mathematical and problem solving skills. They are able to count items during play, name and match colours, sort and compare items and learn about concepts, such as, shape, size, weight and force. For example, a young child discovers how to make a water wheel spin by pouring water onto it and enjoys using various plastic containers and accessories, filling and pouring. The child is able to match items of the same colour and to recognise and name some colours, such as, a pink boat. The childminder makes good use of the opportunity to introduce a new concept to the young child and talks about how the boat floats on the water. This practice helps promote and enhance children's learning effectively.

Children's personal, emotional and social development is very well promoted. Close, warm relationships are evident between the childminder and the children. They willingly involve her in their play and look to her for guidance and reassurance. Children interact well with their peers and share toys, take turns and play together in accordance to their age and stage of development. They go on regular outings. For example, they go swimming, visit parks, green areas and soft play facilities. Younger children attend playgroup each week. Children also attend suitable events within the community. This provides children with additional opportunities to socialise with others and to develop and extend their awareness of the local community and the natural and wider world. Strategies to manage children's behaviour are effective. The childminder has a good understanding of age appropriate behaviour management techniques. For example, the use of distraction with very young children and simple explanations and gentle reminders of the ground rules with older children. They respond positively and are very well behaved. The childminder helps to raise children's understanding of the need to keep safe. This is achieved through the discussion of matters, such as, road safety, stranger awareness and the safe use of resources. Hygiene standards are very well maintained. Children are encouraged to adopt appropriate hygiene practices, which are reinforced through familiar routines and the positive role modelling of the childminder. She has a good understanding of relevant policies and procedures. For instance, the care of a sick child, accident management and the administration of medication. Children's dietary needs are discussed in detail with parents and pertinent details recorded. Information about very young children's food intake is shared with parents through a daily diary system. The childminder holds a level 2 food safety in catering certificate. Healthy eating is actively promoted and children are offered nutritious meals and snacks. They often go to the shops to help buy fresh ingredients for meals and to choose fresh fruit for snacks. Fresh drinking water and other suitable drinks are available. Children are able to play outdoors and benefit from fresh air and exercise each day. They have access to a large yard and a good range of resources to allow them to develop, test and refine their

physical skills in a very supportive environment. Indoors children enjoy activities, such as, dancing to music and playing physically active games on a games consol. Children go for frequent walks and older children walk to and from school each day. This helps promote and preserve children's health and welfare.

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