

Inspection report for early years provision

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Inspection date	16/01/2012
Inspector	Julie Larner
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 2000. She lives with her partner and adult child. They live in the residential area of Corbridge, near Hexham in Northumberland. The childminder's home is accessed by three steps. The whole of the ground floor and the bathroom on the first floor of the childminder's home is used for childminding. There is an enclosed garden to the front of the property for outdoor play.

The childminder is registered by Ofsted on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years at any one time, of whom no more than three may be in the early years age range.

There are currently 12 children on roll, six of whom are in the early years age range, and all of whom attend on a part-time basis. She can also offer care to children aged over eight years. The childminder cares for children Monday to Friday from 8am to 6pm for 50 weeks of the year. The childminder holds a current paediatric first aid certificate. She escorts children to and from the local school and nursery. The family have three dogs.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are content and safe in the childminder's care. The childminder meets children's individual welfare needs well; however, she is less secure in her understanding of promoting their learning and development. Self evaluation is emerging and she shows a broadly satisfactory capacity to improve the service she provides. The childminder has developed adequate relationships with both, parents and others providing the Early Years Foundation Stage for the children attending her setting. The childminder treats each child as an individual and shows a satisfactory understanding, in most areas, of how to promote diversity.

What steps need to be taken to improve provision further?

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

- continue to develop a secure understanding of all of the areas of learning, particularly creative development and knowledge and understanding of the world, to ensure there are planned opportunities for children to make progress in all areas of their development
- develop systems to ask parents for their views on the care and education that is provided
- provide opportunities that help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues

- use the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of how to safeguard the children in her care. She ensures that sufficient systems are in place to check that the areas children use are safe and suitable for their purpose. The childminder follows a written safeguarding policy and shows an adequate understanding of what she would do if she had any concerns about a child in her care. She has a sufficient knowledge of the signs and symptoms of abuse and understands her responsibility in passing information on to the appropriate agencies. The childminder uses the space in her premises sufficiently to ensure that children can enjoy a range of activities, for example, they go through to the kitchen to participate in messy play.

The childminder has started to evaluate her practice successfully. She shows a clear understanding of her strengths and knows the areas that she wishes to improve. The improvements focus on areas of her practice that will bring about the most improvements for the children, such as, continuing to develop her understanding of the different areas of learning. However, the actions the childminder will take in respect of this are not always clear to show how improvements will be made. The childminder has worked on the actions from the previous inspection with varying degrees of success. She now has a clear understanding of the events she must inform Ofsted about, and has completed training for first aid to ensure this is kept up-to-date. Whilst she now shows a better understanding of the learning and development requirements and has started to observe and plan for children's development, she shows a limited understanding of some of the areas of learning. The childminder has developed sufficient procedures to inform the parents about the care of their children. She shares information with them verbally on a daily basis to maintain an on-going two-way flow of communication. The childminder focuses on building open relationships with the parents but has not yet started to gain their views about her service to inform the self-evaluation processes. The childminder works alongside others who provide the Early Years Foundation Stage for the children attending her setting. She does this through collecting information from other professionals about the children's welfare and also what types of activities they offer in their provision. This allows the childminder to provide a continuous learning journey for the children.

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

Children are confident and happy in the childminder's care. They have developed positive relationships with the childminder and also have secure relationships with other members of the family. The childminder adequately supports children's learning. She asks them questions and encourages them to identify shapes and counts in everyday routines. All of which helps them to develop and make some

progress in their learning. The childminder offers children suggestions when she sees they are tiring in their play. She gets out dough that she has made and provides children with cutters and rollers. Children enjoy the childminder joining in with their play. She encourages children to extend their learning by asking them about which number comes next and encourages them to talk about their families. The childminder plans for children's play, however, the systems she uses are not secure enough to ensure she can monitor whether all of the different areas of learning receive equal attention to enable children to achieve in all areas of their learning. She shows a sufficient knowledge of how to promote most areas of learning. However, she has less understanding of how to plan activities to help children extend their learning in knowledge and understanding of the world and creative development. Children independently access a fair range of toys and equipment, such as small-world people, building bricks and cars. They are highly confident about where the toys and equipment are kept and because of this they easily make decisions about what they want to do. The childminder makes regular observations about what children can do, she then uses this information to plan for activities which will help them make further progress. However, due to her limited knowledge in some areas of learning this is not always effective.

Children behave well in the setting. The childminder provides a good role for them to learn from and shows a satisfactory understanding of using appropriate behaviour management strategies, which help the children learn about boundaries. Children are all included in the setting. The childminder gains appropriate information from parents to ensure that she can meet each child's individual needs. Although the childminder shows an adequate understanding of the need to promote equal opportunities, a limited amount of activities and experiences are planned to allow children opportunities to explore diversity.

Children benefit from a range of healthy snacks and meals, some of which are home made. The childminder ensures that children have opportunities to hydrate themselves during the session by asking them if they want to get their cup of juice which is kept in the kitchen. Children have daily opportunities to be outdoors and benefit from fresh air. They walk to and from school and visit local parks on occasion. This contributes to them beginning to develop good habits to encourage a healthy lifestyle. Children know how to stay safe indoors and out. The childminder teaches them about basic road safety and carries out regular fire drills to ensure children are clear about what to do in the event of an emergency.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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