

Inspection report for early years provision

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Inspection date	14/02/2011
Inspector	Janet Fairhurst
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 1990. She lives with her husband and adult son on an established housing estate in Jarrow, Tyne and Wear. The whole of the downstairs area is used for childminding and there is a rear garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time. She is currently minding five children of whom two are in the early years age range. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the local childminding network and holds a level 3 childcare qualification. She takes and collects children from the local school and nursery.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for and have their individual needs well met through the good quality care provided by this experienced childminder. Children's safety and security is given high priority. Effective systems for gathering information from parents and other practitioners ensure continuity in children's care and learning. A comprehensive and detailed set of policies and procedures are effectively used in everyday practice. The childminder has begun to reflect on the service she provides and shows that she has a strong commitment to develop the service further.

What steps need to be taken to improve provision further?

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

- build upon the already good systems for monitoring children's progress to show how children's next steps are planned for
- consider ways to use parents' home observations to contribute to their children's assessment record.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of child protection and how to safeguard children. All adults living in the house have undergone the relevant checks to ensure their suitability to be in close proximity to children. All areas of the home are extremely safe for children. The childminder has robust risk assessments in place to ensure any risks are analysed and action is promptly taken. Clear policies regarding sick children and the effective recording of all

emergency contacts, accidents and medication promotes children's health and wellbeing.

The childminder has created a homely, inclusive environment where children and their parents feel welcome. She ensures that children feel valued and included and is always close by to provide appropriate support during activities. The premises are organised appropriately to support children in becoming independent learners and to provide good space to play. The childminder has a good range of activities that meet the interests of all children in her care. There is also a variety of toys and resources that encourage children to understand and respect diversity and differences. Good arrangements are in place to gather and record information in order to meet all children's individual needs, such as children's personal details, routines and likes and dislikes. There is an effective two-way flow of information between the childminder and parents both at the outset of care arrangements and as children grow and develop. This ensures that children are valued as individuals and are therefore settled and make good progress. Parents develop warm, trusting relationships with the childminder. They comment that the childminder is 'brilliant', and how she has been a good support to them and their children. Although no children with special educational needs and/or disabilities currently attend the setting, the childminder demonstrates a positive attitude to working with parents and taking steps, where appropriate, to ensure that all children are fully included at the setting. Children benefit from the appropriate links that have been established with other providers to ensure progression and continuity of care.

The childminder has an extremely positive approach to her professional development which enables her to update her knowledge and reflect upon her practice. She uses her own self-evaluation form and comments from parents to secure continual improvements in outcomes for children. Her self-evaluation documents show a clear understanding of effective childminding practice and she prioritises highly relevant areas for further development. Recommendations raised at the previous inspection have been successfully addressed, for example, all emergency evacuations are recorded and documentation is stored and maintained well, making them easily accessible for inspection.

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

Children are making steady progress towards the early learning goals and they show good attitudes to learning. There are good systems in place to observe and document children's progress and capabilities with the use of well-presented observation and assessment illustrative folders. The regular observation of children shows a secure insight into children's enjoyment and engagement with the broad range of activities. They also identify aspects of children's development and possible lines for their continued development. The monthly summary monitors children's development well and, again, identifies relevant plans for their progress. However, the records do not show how the childminder has tracked the next steps identified in children's learning.

Close, caring relationships have been established which help to increase children's

sense of trust and further develop their sense of belonging and self-esteem. Children's social skills are nurtured and they enjoy good, friendly relationships with each other. They have regular opportunities to develop their social skills through attending local groups, where they meet and play with other children. They enjoy a range of activities which contribute to the development of their imaginative, creative and language skills, such as reading, drawing, painting, baking and gluing. The children are becoming skilful communicators as they are consistently engaged in relevant conversations and discussions. Everyday activities are taken advantage of to promote number and counting. For example, as they climb steps the childminder encourages the children to count them, they also look out for specific coloured cars and house doors, which promotes colour recognition. Children have good opportunities to use and develop their imaginations. For example, they create their own scenarios using small world figures and build models using inter-connecting blocks. They also have access to role play activities such as dressing up clothes. For example, children dress up as a metro train driver; they line up the seats behind each other and negotiate who is going to be the driver and where they are going to go. There are opportunities for children to learn about the world around them through a number of planned activities and play materials. For example, children develop awareness about different festivals as they celebrate Chinese New Year and Valentines Day. Children have some access to interactive toys, using them to repeat actions such as pressing the buttons and dials that cause sound and light.

Children are carefully supported to learn good basic hygiene skills through the use of effective hygiene routines, such as hand-washing. Parents provide their children with their main meal of the day. This is complemented with snacks of fresh fruit and drinks provided by the childminder. The children are cared for in an extremely safe and secure environment where the childminder has high regard to the children's safety and welfare. The childminder helps children understand about possible dangers by practising the emergency evacuation procedure regularly. She actively reinforces road safety through their everyday routines, such as the walk to school where they meet and talk to the lollipop lady. Children know that crossing the road with the lollipop lady helps to keep them safe. The childminder is extremely proactive and is currently in discussions with the local authority on using their resources to promote road safety further. Children wear high visibility bibs during their outings which contributes to their safety. The childminder provides excellent opportunities for children to learn about the people who help us within the community such as, the police and fire service. The childminder manages behaviour well and makes sure that children understand the importance of considering others, for example, in sharing and taking turns. She reinforces positive behaviour effectively with praise, reward stickers and certificates.

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	1
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	1
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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