

Inspection report for early years provision

Unique reference number	506942
Inspection date	19/11/2009
Inspector	Janet Fairhurst
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 has been registered since 1993. She lives with her husband and two adult children in a house in Prudhoe. The whole of the ground floor is used for childminding. Minded children may also use the spare bedroom. There is an enclosed back garden, on three levels. The lowest level is available for outdoor play. There are schools, pre-schools and toddler groups within the local area, as well as parks, shops and local amenities.

The childminder is registered for a maximum of six children at any one time. She is presently caring for five children, of whom two are in the early years age range. All children are cared for on a part time basis. This provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association. She takes children to and from school. She maintains links with other local childminders and takes young children to the East Tynedale Childminding Association toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children and their families are warmly welcomed by the childminder. She demonstrates a positive attitude towards including all children and has good procedures in place to gather relevant information from parents about children's individual needs. The childminder has a good understanding of the Early Years Foundation Stage (EYFS) and as a result, children are making good progress in their learning and development. Relationships with parents and carers are good helping to promote continuity of care and support children's learning and development. The childminder uses effective methods to regularly evaluate her practice and is committed to continuous improvement.

What steps need to be taken to improve provision further?

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

- make sure that all records are accessible and available for inspection.

The effectiveness of leadership and management of the early years provision

The childminder understands her responsibility in safeguarding children and in notifying parents and Ofsted of any concerns or complaints. Children are further protected by a large number of written policies which are effectively implemented and shared with parents. Their welfare is assured as the childminder and other household members have had suitable checks completed. The Ofsted certificate

and information poster are prominently displayed. There is also a clear written safeguarding policy in place. The childminder has carried out risk assessments covering everything a child comes into contact with including outings. However, as the childminder has submitted these as part of her training assessment they were not available for inspection.

The childminder promotes equality and diversity through enabling all children to participate in the activities and differentiating their experiences to reflect their age and stage of development. Children are beginning to develop an understanding of differences through daily routines and making their own choices. All children are able to participate fully in the activities and experiences, ensuring they are all gaining the most from their time at the setting. Children's play opportunities are maximised through the effective organisation of space, time and resources. The childminder has good links with the children's parents and information is routinely shared regarding the children's progress and development. Parents comments are very positive about the care children receive. Children's folders containing detailed observations, artwork and photos of their learning journeys are shared with parents regularly, giving parents good opportunities to contribute to these.

The childminder is committed to developing her own knowledge further and has attended numerous training courses, which she uses to promote outcomes for children. For example, she has achieved her level 3 in Home-based Childcare and has recently completed a National Vocational Course level 3 in childcare; safeguarding children and renewed her first aid certificate. This ensures that children are well cared for by a knowledgeable, enthusiastic childminder. The childminder evaluates the care and education she provides well, which includes feedback from local authority development workers and completion of quality assurance scheme. The recommendations raised at the previous inspection have been positively addressed.

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

Children are very happy and settled in the childminder's home. She provides a wide range of learning experiences for all children, helping them make good progress towards the early learning goals. Her good knowledge of the EYFS learning and development requirements and guidance, means she is confident in helping children learn appropriately, both in her home and outside. The childminder puts the emphasis on free play, so that children are able to use the resources imaginatively and follow their natural curiosity as learners. It is evident that the childminder knows all the children very well, as she confidently talks about what children can do and how she is planning to move them on to the next steps in their learning. She observes children and records their learning and development in their development records. Observations are linked to the areas of learning and records are regularly shared with parents. Individual files for each of the children have been developed. These include photographs, children's creative work and detailed written observations.

Children's artwork and photographs are attractively displayed giving them a sense

of belonging. A good balance of child initiated and adult led play experiences ensures suitable challenge for their age and stage of development. Routine activities such as singing nursery rhymes, reading stories, making marks and writing for different purposes enhance children's communication skills. Children's understanding of difference and diversity of the world is suitably met through discussion and creative activities. They celebrate festivals, such as Diwali and learn to respect similarities and differences of each other. Children receive good opportunities to be creative, they confidently select resources and handle items such as scissors and glue with growing confidence and interest. They create special pictures using a machine to swirl the paint and express their pleasure in the result with a big 'wow'. Children develop understanding of numbers and shapes through daily routines and play, including matching and sorting shapes and colours, singing number rhymes and counting everyday objects like stairs. They expand their simple calculation skills and learn about differences in size and pattern, as they complete puzzles and categorise toys according to size and colour. Children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. They travel by public transport to visit nearby towns, parks, supermarkets and shops.

Children adopt good personal health and hygiene practices. They follow the good role model of the childminder who keeps her home clean and well maintained. Children do not attend if they are sick which enables the childminder to protect others from illness. Regular fire drill practices and reinforcement of basic road safety, further contribute to children developing an awareness of how to keep themselves safe. Children are able to rest and sleep according to home routines. They enjoy being active and have plenty of chances to use their energy safely in the fresh air. For example, when playing in the garden, visiting local parks or soft play centres. Appropriate routines for younger children in respect of feeding, sleeping and playing are well adapted to promote their good health and welfare. As a result, children are making good progress towards adopting healthy lifestyles. Children are well behaved and thrive on the positive praise they receive from the childminder. They demonstrate their good manners as they politely ask for something to eat and say 'please' and 'thank you' without prompting.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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