

Inspection report for early years provision

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Inspection date	16/02/2011
Inspector	Anthea Errington
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 1995. She lives with her husband and two adult children in the town of Alnwick, Northumberland.

Children have access to the whole of the ground floor including a bathroom. On the first floor a further bathroom is available as well as two bedrooms for their use. Access to the front of the premises is via small steps.

The childminder is registered to care for a maximum of six children under eight years. There are currently eight children on roll of which four are in the early years age group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She cares for children on weekdays throughout the year.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and make very good progress in their learning and development through the purposeful support they receive from the childminder. She has a clear understanding of the Early Years Foundation Stage, and highly effective systems are in place to observe and assess the children. These are clearly linked to the areas of learning and show progress towards children's next steps of learning. Secure relationships are maintained with parents, which enables information to be shared effectively. The childminder is beginning to reflect on her practice and recognises the need for continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop procedures to promote reflective practice, self-evaluation and identify priorities for development to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and their welfare is protected well because the childminder has a good knowledge and understanding of safeguarding issues. She provides a safe environment for children both in her home and whilst on outings through the effective use of risk assessments. This is supported by a clear safeguarding policy, which is shared with parents. Suitability checks have been completed on all adult family members. There are well maintained systems in place to record attendance, as well as effective recording systems for medication administration and accidents. She teaches children to keep themselves safe and has worked with them in developing simple house rules to ensure their safety and

well-being. This helps children to feel safe, confident and secure. As well as this, children take part in regular fire drills and practise road safety.

Documentation is very well organised and required records are in place, readily available and stored securely to protect confidentiality. The childminder has not as yet developed a formal system to evaluate her provision. However, she does recognise the importance of continuous improvement and continues to attend relevant training to develop her knowledge and skills further. For example, she is currently working towards a NVQ Level 3 qualification in childcare. Children's play opportunities are maximised through the very good organisation of space and deployment of resources. Children move freely throughout her home and have access to an extremely well resourced and comfortable book area. They thoroughly enjoy looking at books as well as relaxing in the well planned area. The childminder displays a positive attitude towards equality and diversity and works hard to provide an enabling and inclusive environment. Children are beginning to learn about the wider world through access to a broad range of multicultural resources and activities. For example, children regularly visit local Sure Start centres and access an excellent range of resources to support their understanding further.

Parents provide extremely positive feedback and state they are very happy with the care provided and that she makes their children feel special and welcome. They have access to a first class range of information including well written-policies and procedures. Children's learning journals, as well as daily diaries, keep them fully informed of their children's progress. Consequently, parents can contribute towards their children's learning at home from the clear and detailed information made available to them. The childminder is fully aware of the importance of maintaining links with other providers of the Early Years Foundation Stage and has developed effective links, which ensures children's continuity of learning. For example, she continues with the winter and snow theme children currently enjoy at school.

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

Children are provided with a wealth of exciting opportunities and resources to enable them to make very good progress across all areas of learning. They display extremely warm and close relationships with the childminder which results in them fully enjoying their time spent with her. Good use is made of observation and assessment, which the childminder skilfully uses to plan the next steps in children's learning and development.

Children make very good progress in their personal and social skills from the many opportunities they have of mixing with children of similar ages and various abilities. Children receive purposeful support from the childminder so they feel safe, valued and secure, which increases their desire to learn. Children confidently select from the various good quality resources and the childminder fully interacts with them.

Children are becoming confident communicators and make their request known to the childminder. They discuss the digger they have made with the construction bricks and confidently request help from the childminder to complete the puzzles. The childminder listens carefully to the children and responds to them fully. Children are provided with excellent opportunities to practice their reading skills and letter recognition from the colourful posters displayed in the comfortable reading area. They practice mark making skills through access to a superior range of resources. This fully supports children's creativity and imagination. For example, they regularly enjoy craft activities such as painting and collage and display great pride in their artwork. Children make excellent progress in their problem solving and numeracy skills. They are active learners and think critically as they skilfully identify the colours and shapes whilst playing with sorters and puzzles. They demonstrate a very good understanding of mathematical language as they look at the prints they have made with their feet. For example, they state 'look my feet are bigger on this one because I am big and three now'. Children recognise familiar shapes and hold the jigsaw piece of the letter 'o' up stating it is a circle. Children access a wide range of programmable toys and have recently made placemats on the computer and laminated them. This provides them with very good skills to support their knowledge of information and technology. Children celebrate many festivals supporting their understanding of culture and beliefs. They discuss the real meaning of festivals as well as enjoying the many craft activities associated with them.

The childminder is fully committed and takes all reasonable steps to ensure the children's welfare needs are well met. Children are provided with extremely healthy and nutritious snacks and meals which fully comply with their dietary requirements. They learn about keeping themselves healthy as they regularly wash hands and access clean towels to prevent spread of infection. They cover their mouths when coughing and dispose of tissues in the bin. Children have very good opportunities to develop their physical skills. For example, they regularly play in the outdoors and visit places of interest, such as, Alnwick Gardens. Children behave very well in the childminder's care and respond positively towards her. The positive experiences children gain help them to develop skills for future success.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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