

Inspection report for early years provision

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Inspection date	11/02/2011
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1997. She lives with her husband and child aged 14 years. They live in the residential area of Stakeford, Choppington in Northumberland. The whole of the ground floor of the childminder's house is used for childminding. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and 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. She is currently minding five children in this age group. There are three children on roll aged five to over eight years. The childminder cares for children weekdays from 7am 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.

Children and parents are welcomed warmly into an inclusive environment where they are valued as individuals. The childminder works well with parents and other providers to support children's learning. Children make good progress in their learning and development and have access to a good range of resources. The childminder evaluates her practice well and most areas for further development are identified to support continuous improvement. The required documentation is in place and the vast majority is well maintained.

What steps need to be taken to improve provision further?

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

- develop systems of planning and review, informed by accurate record keeping, including information on children's learning progress and the Early Years Foundation Stage profile.

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. A written policy is shared with parents and ensures they are well informed of the safeguarding procedure. Security of the premises is well maintained. Procedures regarding the collection of children are good. Effective steps are taken to minimise or remove risks. The childminder completes a visual risk assessment of the facilities and resources at the start of each day and records the information on a chart. An annual risk assessment is conducted and a record kept. Appropriate safety equipment is provided. These procedures help to promote and preserve children's safety. The childminder has a good understanding of relevant policies and procedures. For example, those

regarding a lost or uncollected child and the evacuation of the premises. The required documentation is in place and overall this is well maintained. The childminder has a sound understanding of how to manage a complaint. A written policy is shared with parents for their information along with the contact details for Ofsted. Procedures to monitor and evaluate the quality of service, care and education provided are good. This enables the childminder to identify accordingly areas for further development to support continuous improvement.

Effective use is made of space to provide children with easy access to a good variety of resources and learning opportunities. Children are able to select their own resources with ease from child friendly storage systems. This allows them to make choices about their play and fosters their independence and decision making skills. Children's awareness of diversity and the wider world is well promoted. They have access to a suitable selection of activities and resources to allow them to develop an age appropriate understanding of diversity. Good use is made of discussion to help raise their awareness of diversity and to recognise differences in a positive manner and the childminder presents as a positive role model. Systems to support children with special educational needs and/or disabilities and children who speak English as an additional language are good. The childminder acknowledges the importance of liaising with others delivering the Early Years Foundation Stage to support children's continuity of learning. Effective links are made with other early years practitioners. The childminder talks to them regularly and shares pertinent information with them to support children's learning well. Children are gradually introduced into the childminder's care through a series of visits to her home. This allows all parties to become familiar with each other and children settle very well. Effective induction procedures ensure that relevant information is obtained about children's starting points and recorded. Relationships with parents are positive and feedback from them is very complimentary. This is reflected in the comments contained in greetings cards the childminder has received. For example, one parent states 'Thank you for caring for my child. It has allowed me to work knowing that my child is cared for by you'.

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

The childminder's understanding of the Early Years Foundation Stage is good and she uses it well to inform her practice and to support children's learning. Channels of ongoing communication with parents are well maintained. This enables the childminder to continue to obtain relevant information about children to ensure she is able to meet their evolving needs. The childminder makes good use of observations to monitor and assess individual children's abilities and stage of development. She retains this information mentally and uses it well to identify the next step to take to support each child's learning. For instance, very young children's current enjoyment of filling and emptying containers and older children's particular interest in construction type play. The childminder provides a good variety of adult-led activities to compliment children's self-chosen play. For instance, baking, making salt dough, story time, playing musical instruments and dancing. Outings to places of interest are scheduled into the programme of activities for children. For example, they visit soft play facilities, woodlands, the

beach, museums and the local shops and library. Younger children attend toddler group each week. These outings provide children with additional opportunities to develop their knowledge of the local community, the natural and wider world and to socialise with others.

Good use is made of questions and discussion to promote and enhance children's learning. For example, when young children are looking out of the window into the garden they are actively encouraged to talk about what they can see and to name and describe items. The childminder reinforces key words effectively and this helps to promote children's language and vocabulary skills. Mathematical concepts such as colour, shape, size and numbers are well promoted. For instance, when out walking older children are able to identify numbers and letters on car registration plates and shapes and colours on signs in the environment. During play the childminder counts items and very young children listen and attempt to repeat the numbers. The childminder makes enthusiastic use of praise to acknowledge and celebrate children's abilities and efforts. This positive reinforcement helps nurture their confidence and self-esteem. Children's personal, emotional and social development is well nurtured. They build warm, close relationships with the childminder. This is shown in the way that they turn to her readily for reassurance and guidance and interact affectionately with her. Effective use is made of age appropriate behaviour management techniques to manage children's behaviour. For instance, the good use of distraction tactics with very young children and simple explanations and reminders of the ground rules with older children. They respond positively and their behaviour is good. Children are able to gain an age appropriate awareness of safety matters. The childminder talks to them about matters such as, road safety, stranger awareness, the safe use of resources and the need to stay close to her at all times. This helps keep children safe.

Parents are consulted in detail about their children's dietary and medical needs and pertinent information is recorded. Healthy eating is well promoted and children are offered a variety of nutritious meals and snacks. The childminder holds a food hygiene certificate. Fresh drinking water and other suitable drinks are provided. Babies are fed in keeping with their individual routine. All children are able to rest and sleep in accordance to their own needs. Hygiene standards are well maintained. The childminder presents as a good role model to children and encourages them to adopt appropriate hygiene practices to promote and preserve their welfare. Familiar routines help to reinforce good practice. For example, hand washing at appropriate times. The childminder has a good understanding of relevant policies and procedures and she makes effective use of these to preserve children's health and welfare. She recognises the benefits children gain from an active lifestyle and a healthy diet. Children have daily opportunities to take part in a good range of physical play activities both indoors and outdoors to support their physical development.

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