

Inspection report for early years provision

Unique reference number	507060
Inspection date	21/04/2009
Inspector	Anthea Errington
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 1997 and lives in the town of Ashington, Northumberland. The whole of the ground floor, which includes the bathroom, of the childminder's home is used for childminding. 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. She also cares for children aged over eight years. There are currently four children on roll, two of whom are in the early years age group. The childminder cares for children throughout the year weekdays and some weekends. The childminder has completed relevant training and holds a current paediatric first aid certificate. She takes and collects children from local schools and attends local parent and toddler groups. The childminder has a pet rabbit.

Overall effectiveness of the early years provision

The overall effectiveness of the provision is good. Children are cared for in a very caring, safe and inclusive environment where their individual needs are well met. The childminder is committed to improving her knowledge of good quality childcare through attendance of regular training and has sufficient knowledge of the Early Years Foundation Stage (EYFS). This ensures children are provided with a range of activities to help them make good progress in all areas of their learning and development. Good links have been developed with parents and carers, which ensure that they are kept well informed about their child's progress. Self-assessment is not yet fully in place to identify areas for future 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 the procedure to monitor and evaluate the provision to promote continuous improvement and ensure individual needs of all children are met.

The leadership and management of the early years provision

Children are extremely well motivated, happy and confident in the childminder's care. They are confident to try different experiences and make their own choices about activities from the wide range of resources that are available to them. The focus of activities is always on the child as an individual which enables them to achieve as much as possible. The childminder uses her observation and assessment skills well to evaluate children's stages of development and records these in their individual development files to inform for future planning. Children's progress and development is clearly linked to the six areas of learning within the EYFS framework.

Recommendations made at the last inspection have been addressed. For example, children have access to a broad range of resources which encourage them to value and respect others. The childminder is fully committed to developing her knowledge and practice and has attended a number of relevant training courses. These include a level 3 qualification in childcare and development and completion of 'quality first' training. She welcomes future training with regard to the care and education she offers, to further enhance the good care she already provides. The childminder recognises the importance of identifying strengths and weaknesses, however, self-evaluation of the provision is not fully implemented to identify areas for continuous and future improvements.

Detailed and well-organised policies and procedures personal to the setting clearly outline the service offered to children and their families and positive relationships have been developed with parents and carers. Children's starting points and stages of development are discussed and recorded at the beginning of placements so that she is able to plan effectively for each child. Parents and Grandparents are encouraged to support their child's learning at home as the childminder communicates daily with them through discussion, written diaries and the completion of children's individual development files. The childminder recognises the importance of establishing purposeful links with other providers delivering the EYFS. For example, she is aware that the school are planning a visit to a local farm. To support this she has recently introduced resources and activities such as a toy farm, animal masks and story books such as the 'billy goats gruff'.

The childminder understands her role in safeguarding children as fundamental and is confident and knowledgeable in the procedures she is required to take should she be concerned about a child in her care. Relevant documentation is in place required for the safe management of the provision which includes effective written risk assessments for indoors, outdoors and regular outings. Safety equipment such as safety gates, socket covers and a fire guard further contribute to keeping children safe.

The quality and standards of the early years provision

The childminder has a very good understanding of child development and plans activities well to support the individual learning needs of children within the Early Years Foundation Stage. Children display extremely warm, close relationships with the childminder which results in them fully enjoying their time spent with her and in becoming confident learners. Information gathered from parents and carers along with observations and assessments by the childminder clearly identify children's stages of development which is effectively used to plan for their next steps of learning. An effectively balanced level of adult-led and child-initiated activities are provided to ensure children are happy and settled. Children are happy to make their own choices and independently select from the very good range of resources available to them. These are well maintained, accessible for all children and are frequently rotated to keep children stimulated.

Children are happy and are settled really well into the environment. The childminder fully engages in their play, works closely with them during their

activities and gives support where needed. Children's social skills and behaviour are developing well as they show kind consideration towards other children. For example, they select a range of age appropriate books for younger children and babies placing them carefully in front of the younger children where they can reach out for them. Children's communication and language skills are developing very effectively as they show a great interest in sharing stories and story telling. They provide lots of detail as they use the pictures to retell a favourite story of 'Goldilocks and the three bears' and show understanding that the print gives meaning as they turn the pages carefully. Babies babble with excitement as they engage in play showing great interest in the environment around them. Children's problem solving and numeracy skills are developed well as the childminder carefully plans activities based on her observation and assessments to help them make progress. They carefully count the toppings they place on homemade pizzas and the childminder provides them with lots of meaningful praise as they count shells they collect from the beach. Children thoroughly enjoy singing and the childminder skilfully uses the opportunity to further develop their understanding. She initiates action rhymes encouraging children to count their fingers as they sing along to well known songs. They develop their knowledge and understanding of the world as they visit local resources and also have access to a sufficient range of multi cultural resources to develop their understanding of the wider world. Children's interest in living things is supported as they examine snails they find outdoors. They confidently act out how a snail moves by slowly pulling themselves across the floor. Babies are well aware that the musical and computerised toys require them to press buttons to make them work, which helps to develop their understanding of information technology. They explore shape and texture as they place well maintained and clean toys in their mouths. Children clearly love imaginative play and use their creativity well to fully engage in role play. They explain they are the 'mummy' and fully express themselves as they enjoy preparing meals in the play kitchen.

The childminder is a good role model to the children and provides the children with lots of purposeful praise and encouragement. She has realistic expectations in accordance with each child's age and stage of development and responds to their individual needs and requests well. Children are well behaved and respond positively towards the childminder. Children's health and well-being is well promoted. For example, they benefit from daily exercise both indoors and outdoors. The childminder's flexible routine incorporates time for quiet play and rest, enhancing children's well-being and meeting their individual needs. Children are extremely comfortable in the childminder's care and flourish in the well organised and caring environment. They are very well behaved, well mannered and respond to the childminder's instructions.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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