

Inspection report for early years provision

Unique reference number	507069
Inspection date	19/11/2008
Inspector	Janet Fairhurst
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 has been registered since 1998. She lives in Barrasford, Northumberland with her partner and two children aged six and 11 years. The whole ground floor of the premises and a first floor bedroom are used for childminding. There is a fully enclosed rear garden available for outdoor play. The premises are easily accessed.

The childminder is registered to care for a maximum of five children under eight, including children on the compulsory part of the register and voluntary part of the Childcare Register. There are currently 14 children on roll, of whom seven are in the early years age group; all attend on a part-time basis. The childminder collects children from the local school and nursery. Local child-friendly facilities are used by the childminder including toddler group and library. The family has a dog.

The childminder is a member of the National Childminding Association. She has completed the National Childminding Association Quality First Assurance scheme.

Overall effectiveness of the early years provision

The childminder has a secure understanding of the Early Years Foundation Stage (EYFS) and uses her knowledge and skills to effectively plan purposeful activities, which mean children progress well in their learning and development. The children are cared for in a safe and secure environment which is welcoming and inclusive for the children and their families. There is a very good working relationship with parents and they are kept well informed of their children's daily routines and developmental progress. All required records and documentation are in place and very well maintained; however, the registration certificate requires updating. The childminder's positive approach to self-assessment ensures that she works hard to consistently improve the outcomes for the children in her care.

What steps need to be taken to improve provision further?

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

- ensure that the registration certificate is kept up to date to reflect all changes.

The leadership and management of the early years provision

The childminder's home is well organised and gives the children many opportunities to make choices and become independent. All required documentation is in place and the childminder has developed a range of written policies and procedures which work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Effective procedures are in place to safeguard children's welfare. The childminder has an

extremely positive approach to her professional development. The range of training undertaken by the childminder is exemplary and evidence of many of the courses attended is reflected in her practice. She has completed a comprehensive self-evaluation process that is aimed to bring about further improvement to her service and outcomes for children and within it has highlighted further training relating to the EYFS. The childminder is conscientious and caring and strives to ensure she complies fully with the conditions of her registration; however, she has not ensured that her registration certificate is kept up-to-date to reflect all changes.

Partnership with parents is well established because the childminder ensures they are kept informed about what their children are doing. The childminder has developed a portfolio which includes a wealth of information about the childminder and her policies, training undertaken and children's routines. This is shown to and discussed with parents at the introduction meeting, which helps to forge good working relationships and a shared understanding from an early stage. Parents are provided with a wealth of information about their children's care, learning and development. They have been able to contribute to the inspection by providing written references to express their overwhelming appreciation of the childminder's practice. Effective partnerships are in place with other early years providers, which enables the childminder to complement the Early Years Foundation Stage in her home ensuring children achieve well.

The quality and standards of the early years provision

The childminder provides a wide range of interesting and stimulating activities to help the children make progress across all areas of learning and development. The childminder observes children at play and uses this information to chart children's progress and plan their next steps in learning. Observations are linked to the appropriate areas of learning, and activities to encourage next steps in learning set realistic expectation and challenge. Observations are also recorded through photographs and a short explanation about what the children are achieving. The environment is well organised. Resources are stored at child height in the lounge. Children are able to freely access toys, which helps them to make choices and develop independence. The childminder has a good understanding of children's individual needs, personalities and learning preferences and she meets these needs extremely well. She shares warm relationships with the children and they clearly feel happy and secure in her care. The childminder spends time playing with and talking to children and she supports them well in their play and learning. The children develop a good sense of their own identity. They are completely aware of their preferences and talk openly about what they do like and do not like.

The childminder relates to the six areas of learning well in her documentation and provides learning experiences to promote them. The children have many opportunities to re-enact their own experiences to help them develop an understanding of the world in which they live. For example, caring for the baby dolls and pretending to drive using a toy steering wheel helps children to use their imagination and helps them to make sense of the world. The children show an interest in shapes and begin to understand variations in size. For example, the

children talk about big and little squares and try their best to put shapes into the correct hole. Awareness of numbers is developing well as the children hold up the correct number of fingers to represent their age and point out numbers on the laptop screen. Younger children have a variety of play materials to accommodate their short attention span, such as painting and jigsaws, which help with early mark making and critical thinking. Children are able to extend their learning with outdoor experiences so they learn about their own and wider communities. The childminder uses spontaneous opportunities, for example, looking for different coloured objects outdoors. The children work to complete simple computer programmes and show a growing interest in information technology as they practice their keyboard skills on the laptop.

The childminder understands fully how to keep children safe both on and off the premises and ensures children learn about their own safety. Appropriate precautions are taken whilst outdoors, for example, when crossing the road. Regular daily walks to school and playgroup promote children's physical well-being and they ably demonstrate healthy practices, such as washing hands and blowing noses. A well-balanced diet to meet individual needs ensures children receive good nutrition.

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.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.