

Inspection report for early years provision

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Inspection date	10/11/2009
Inspector	Cathryn Parry
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.

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 2003. She lives with her husband and two children aged 14 and 12 years in the residential area of Hexham in Northumberland. The whole of the ground floor and the bathroom on the first floor of the childminder's home is used for childminding. She has fish and a dog as pets. The childminder cares for children on weekdays from 7.30am to 5.30pm for 48 weeks of the year.

The childminder is registered to care for a maximum of six children 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 three children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends a toddler group on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a warm and friendly welcome to all children and their parents. She provides a wide range of experiences to give children ample opportunities to make good progress. Systems for planning activities and monitoring children's progress are being developed, as are links with other providers. The childminder demonstrates a very positive attitude to providing an inclusive environment. She accesses childcare related information on the internet to ensure continuous improvement is maintained.

What steps need to be taken to improve provision further?

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

- develop further systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education and care in more than one setting
- develop further the planning of activities and systems for monitoring children's progress

The effectiveness of leadership and management of the early years provision

The childminder has attended safeguarding training and demonstrates a sound understanding of associated issues. Consequently, children are well protected. She regularly carries out risk assessments within her home and for outings. These effectively reduce the chance of accidental injury. The childminder evaluates the learning and development opportunities she provides well. She has used a self

evaluation tool effectively to focus on the service she offers. This is complemented with feedback being gained from parents to give her a broader view. The recommendations from the previous inspection have been positively addressed. This has a positive impact on promoting children's welfare. The childminder has attended some training and is keen to further her professional development. Children's play opportunities are maximised through the effective organisation of space, time and resources.

Very good relationships with parents are highly beneficial to the continuity of care that the children receive. The childminder speaks to them on a daily basis, as well as regularly sending text messages to them to ensure they are fully informed of the activities their children have enjoyed. Consequently, parents are able to continue their children's learning through highlighted experiences. The childminder has some experience of caring for children with special educational needs and/or disabilities. She is very willing to link with other professionals and to attend specific training to meet children's individual needs. The childminder demonstrates a reasonable understanding of the benefits of linking with other practitioners where children receive care and education in more than one setting. However, for various reasons she has not been able to do this with every setting, which has a slightly negative impact on promoting continuity and cohesion.

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

The childminder demonstrates a clear understanding of the Early Years Foundation Stage and implements it well. Children are happy, settled and relate well to the childminder, as she joins in with their play. An effective induction procedure ensures individual needs are met well. Attractively set out resources and activities encourage participation and cover each of the areas of learning effectively. These are complemented with visits to a toddler group and places of interest. The childminder uses a positive and consistent approach to managing behaviour, which takes into account children's understanding and maturity. Sufficient effective support is given, which nurtures children's independence. An example of this is where they access their own drinking water from the dispenser in the kitchen. Positive role modelling by the childminder and appropriate resources encourage children's growing knowledge of equal opportunities. A wide selection of books is available for children to enjoy independently or with the childminder. They have fun and nurture their problem solving skills as they stack the different sized toy cups. The childminder effectively extends children's learning as they discuss the colours of the cups and the numbers shown on each. Children's knowledge of the natural world is nurtured as they go for walks and collect leaves. A wide range of creative experiences including painting, manipulating play dough and participating in musical activities are provided. These nurture children's self-expression whilst having fun. The childminder plans activities around children's interests and capabilities. She knows the children well and has developed individual developmental files for the children, which include observations linked to the areas of learning. However, the observations are not dated, which makes it slightly difficult to monitor progress in order to clearly inform planning.

Children are welcomed into clean and well-kept premises where they have sufficient space to play. Ample opportunities are provided for children to enjoy large physical play. These include accessing a wide range of resources in the garden and visiting a soft play centre. The childminder is sensitive to children's individual needs and ensures they have the opportunity to rest and sleep in-line with their own routines. Children's well-being is enriched through accessing a healthy diet. Meals and snacks provided include pasta dishes, homemade casseroles and fresh fruit. Children have a growing awareness of healthy food options, which is fostered through positive, appropriate discussions with the childminder. Children do not attend if they are sick which enables the childminder to protect others from illness. They are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. Examples of this are where they independently access sanitising gel from the wall-mounted dispenser to clean their hands before they eat their snack. Children's knowledge about personal safety is encouraged by gentle reminders from the childminder to pick up the toys so they do not trip. They are kept safe on outings as they learn road safety procedures and understand simple rules, such as holding hands when crossing the road. This positively contributes to children developing a sense of danger and how to keep themselves safe. All the required procedures and documents are in place to ensure children's welfare is safeguarded and promoted.

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	3
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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