

Inspection report for early years provision

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Inspection date	19/01/2011
Inspector	Lindsey Pollock
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 2005. She lives in Whitley Bay with her husband and her children aged 14 and 10 years. The whole of the ground floor and the first floor bathroom of the childminder's home is used for childminding. There is an enclosed garden for outside play. The childminder is registered by Ofsted on the Early Years, and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children aged under eight years at any one time, of whom no more than three may be in the early years age range. There are currently seven children on roll in this age group who attend on a part-time basis. She also provides care for older children. The childminder cares for children Monday to Friday, all year round.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's good awareness of the welfare and learning and development requirements positively enhance children's care and well-being. A good range of learning opportunities contribute to children making good progress towards the early learning goals. Positive relationships with parents are in place and a regular exchange of information is provided, which offers continuity of care for children. Effective systems are in place to monitor the childminding setting and the childminder is keen to develop her provision. Consequently the capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- introduce systems for summative assessments to help with tracking children's progress and informing planning
- use self-evaluation forms to help with prioritising areas for development.

The effectiveness of leadership and management of the early years provision

Robust procedures are in place to protect children. A written child protection statement is in place and is based on Local Safeguarding Children Board procedures. The childminder is fully aware of her responsibility for complying with this. Checks have been completed on all household members, to ensure they are suitable to be in regular contact with children and anyone who has not been checked is never left alone with the children. A record is kept of visitors to her home and an accurate record is kept of children's attendance times. Risk assessments are thorough and detailed ensuring children's safety at all times.

Effective systems enable the childminder to monitor her provision and make changes where needed. She constantly evaluates her practise, including the activities provided, to ensure these are appropriate and inclusive to all. Parents regularly complete questionnaires and children also contribute to the evaluation process. However, as yet, the childminder is not using self-evaluation forms to help with the process of identifying priorities for improvement. The well-organised and resourced play areas and secure garden enables children to exploit their curiosity and become active learners. Resources are good quality and are kept in a good, clean condition. These include resources that reflect our diverse society to help children develop positive attitudes towards others.

Positive partnerships are in place with parents. The childminder takes time to talk to them on a daily basis about their child's individual needs and offers a flexible service to meet their work commitments. This promotes continuity of care for children. Good systems are in place for seeking relevant information from parents, which ensures children's care, learning and well-being. For example, information is sought about children's starting points enabling the childminder to provide appropriate activities to extend their learning. Parents speak highly of the provision. For example, 'we have found her at all times to be professional, welcoming and above all to have our daughters best interest and well-being at the forefront of her work' and 'we cannot recommend her highly enough'. Good steps have been taken to build partnerships with other providers of the Early Years Foundation Stage. The childminder liaises closely with nursery staff so she can provide continuity in children's learning.

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

Children are provided with a good selection of interesting activities and resources based on their individual interests. For example, toys to foster children's interest in role play are readily available. The childminder has a good understanding of the learning and development requirements. She is starting to record her observations of children's learning and plan for the next steps. As yet she is not using this information to complete summative assessments to help her track children's progress and to help inform planning. Children are happy and settled in her care and approach her confidently.

Children display good levels of concentration as they colour in pictures of their favourite Disney princesses and make 'food' from dough. They are becoming increasingly independent and confidently move around the childminder's home choosing what they want to play with. They are kind and caring making sure the younger children have their share of the dough and proudly tell the childminder the new words they have heard them say. Children's understanding of numeracy is developing well. As they chat they use mathematical language such as 'big', 'small' and 'odd one out'. The youngest children enjoy filling and emptying containers including putting their toy rabbit in and out of a handbag which they happily carry

around. Their imagination is developing well. They love role play and kindly make the inspector 'cookies' and 'tea' during the inspection. They enjoy mark making, colouring in pictures and writing invitations to their pretend party. The places they visit such as the soft play centres, parks and beach promotes their health, their understanding of the local community, and their appreciation of where they live. Children enjoy activities such as making lanterns at Diwali which positively contributes to their awareness of diversity.

Good hygiene measures are taken to reduce the risk of cross infection. For example, high standards of cleanliness are maintained throughout the home and good procedures are followed for nappy changing. The children themselves are becoming increasingly aware of the importance of good hygiene routines and as they get older know when it is appropriate to wash their hands. Children learn about their own personal safety, for example, using equipment safely as they use tools to cut and roll out their dough and how to cross roads safely whilst out walking.

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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