

Inspection report for early years provision

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Inspection date	20/10/2009
Inspector	Andrea, Jane Lockyer
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 has been registered since March 2006. She lives with her husband and two children in a house in the Gosforth area of Newcastle-upon-Tyne. Local amenities and public transport systems are within walking distance. The whole of the ground floor area is used for childminding purposes. Access to the first floor is restricted to two bedrooms. There is an enclosed rear garden for outdoor play. The family have two pet dogs, a cat, guinea pig, rabbit and fish. The childminder is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. She is registered to care for a maximum of five children and is currently caring for seven children. All of whom attend on a part-time basis and six are in the early years age range. The childminder is a member of the National Childminding Association and the local childminding network. She receives support and training opportunities from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a high level of awareness of the individual needs and interests of the children in her care. She has a very good understanding of the Early Years Foundation Stage (EYFS) and uses effective systems to plan, observe and assess children's progress. Effective relationships with parents ensures that children's individual needs are met. Links with the local nursery that children attend are beginning to be developed. The childminder is committed to improving her practice and she reflects on her provision well to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop opportunities for parents to be involved in their children's learning and assessment process
- further develop links with schools that children attend to ensure that information is regularly shared and used to promote children's achievement and well-being.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of child protection issues to ensure children's welfare is safeguarded and promoted in line with the 'Local Safeguarding Children Board's' guidelines. A comprehensive written procedure shared with parents ensures that they are made fully aware of the childminder's role and responsibility. Risks of accidental injury to children are minimised because effective safety procedures and risk assessments are implemented by the childminder, within the setting and on outings. A well organised, safe environment ensures

children have room to move around freely and safely. Premises are made warm and welcoming to both children and parents. All children have easy access to a wide range of well maintained toys and resources promoting their independence and choice. Children's art work, posters, pictures and photographs are effectively displayed giving children a sense of belonging. Children are able to move freely between the garden and indoors in good weather.

The childminder promotes equality of opportunity and anti-discriminatory practice, resulting in all children feeling valued and free from discrimination. Children learn to value differences through sensitive discussions and are receptive to the childminder's good role modelling. They have access to a good range of play materials and resources through their everyday play which raise their awareness of the diverse society in which they live.

Children benefit from the good professional working relationships between the childminder and parents. Good written and verbal communication ensures parents are kept very well informed of all aspects of the childminding practice and the care, welfare and progress of their children. Parents are provided with a good information package which includes copies of a wide range of comprehensive policies and procedures. Children's progress files are shared with parents and they are able to view these when they want to. However, they have not been invited to contribute to their children's files or be involved in the observation and assessment process. Daily written diaries are effectively used as a two-way flow of information which both parents and childminder make comments in. Links with the local nursery that children have just started to attend are beginning to be developed.

The childminder is committed to improving her practice. She reflects on her provision and has clear targets for future improvement. She has made a number of changes to improve the outcomes for children, such as purchasing new role play equipment, updating her policies and procedures, and providing children with more resources to raise their awareness of diversity. All recommendations from the previous inspection have been successfully met. The childminder attends a wide range of training courses to continually up date her knowledge and skills and she has attained a Diploma in Home Based Childcare to level 3.

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

The childminder provides a relaxed and nurturing atmosphere and children thoroughly enjoy their time with her. They enjoy affectionate, sensitive and caring relationships with the childminder and each other and are developing good levels of self-esteem, confidence and trust. All children are making very good progress towards the early learning goals because the childminder has a good understanding of how to effectively implement the Early Years Foundation Stage. She ensures that activities cover all areas of learning, are well matched to children's interests and abilities and provide good levels of challenge. Effective systems are used to observe and assess individual children's progress, which are used to plan the steps in their learning.

Children make decisions about their play and learning and access a wide range of activities and learning experiences both in and out of the home, resulting in all children being motivated and interested to learn. They happily play working out how to put disks into a train to make it move and press the on and off switch. They build using interlocking shapes of different colours and sizes and work out how to fit the pieces together. Children express their creativity as they use a wide variety of media to paint, print, take rubbings off trees, draw, construct, dress up and play musical instruments. They particularly enjoy making collages from different textured materials or from leaves they have collected. They use their imagination as they play with large cardboard boxes to pretend it's a car, boat or house. The childminder gives children good levels of support as they play, she introduces mathematical concepts as they construct such as, finding certain colours, shapes and sizes. They play number games and count throughout the day as they play. The childminder actively encourages children's communication and language skills. She asks open questions and encourages children to recall and describe recent events, such as what happened that morning on the way to school. Older children initiate conversations and confidently express their ideas and views, for example as they say they want to dress up as a fairy and discuss with the childminder how to attach the wings to the outfit. Younger children 'babble' to themselves and to others, they are encouraged to attempt to say and repeat words. Their developing language is well supported through the use of books, songs and rhymes. Children enjoy looking at books and older children attempt to tell the story by describing what they see in the picture and younger children laugh as they press sound buttons on books. Children have very good opportunities to learn about their own community and the wider world as they visit places of interest, such as farms, the aquarium, coast, local shops, toddler groups and parks. They thoroughly enjoy visiting the garden centre to buy seeds to plant and care for. One child showed a real interest in the fish at the garden centre so the childminder bought one so they could learn to care for it at home. They learn about the natural environment as they dig for insects in the garden and look at the changes in the seasons. Children have good opportunities to develop their social skills. They visit a number of other groups to play with other children and go on visits with another childminder and children. The childminder has realistic expectations of children's behaviour. She implements a range of good strategies to promote positive behaviour that help children understand right from wrong, and gives lots of praise and encouragement to ensure that children feel good about themselves. Children respond positively to the childminder's sensitive and calm approach, for example, they willingly help to tidy up, share toys and play cooperately alongside one another.

All children are developing good levels of understanding of how to keep themselves safe and a healthy lifestyle. They learn how to cross roads safely, carry out fire drills and have discussions about the dangers of strangers. They enjoy making road traffic signs which are used as a reminder of how to cross roads. Gentle reminders from the childminder throughout the day help children to learn to play with toys and equipment safely. They thoroughly enjoyed a trip to the fire station to learn about the role of fire-fighters. Children follow good, consistent hygiene practices. They learn the importance of washing their hands and are reminded of this from posters in the bathroom. They help to clean toys and wipe tables after meals. The childminder encourages children to enjoy being active and

learn about a healthy diet. They make choices from the wide range of healthy snacks and help to buy fresh produce from local shops. All children have good daily opportunities to develop their physical skills. They play various games in the garden with a wide range of resources, go on daily walks and dance to music.

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

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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