

Inspection report for early years provision

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Inspection date	08/12/2010
Inspector	Cathryn Parry
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.

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Description of the childminding

The childminder was registered in 2010. She lives with her partner and child aged one year in the residential area of Lemington in Newcastle upon Tyne. The childminder's home is accessed by two steps. The whole of the ground floor and the bathroom on the first floor of the childminder's home is used for childminding. There is a fully enclosed yard for outside play. The childminder cares for children on weekdays from 7am to 6.30pm for 50 weeks of the year.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years and is currently minding one child in this age group. This childminder is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. She has established links with the local school and would develop partnership arrangements with other early years settings as needed. 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 has experience of caring for children with special educational needs and/or disabilities, and demonstrates a positive attitude to providing an inclusive environment. Children have ample opportunities to make good progress in their learning and development. Systems for monitoring these achievements and including parents in the observation and assessment process are being developed. The childminder reflects on her practice and links with early years professionals from the local authority, to ensure continuous improvement is effectively maintained.

What steps need to be taken to improve provision further?

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

- improve systems to involve parents as part of the ongoing observation and assessment process.

The effectiveness of leadership and management of the early years provision

The childminder shows a good understanding of her role and responsibility with regard to safeguarding children. Consequently, they are well protected. Risk assessments take place on a daily basis within the childminder's home and for any

outings undertaken. These effectively reduce the chance of accidents occurring. The childminder is a trained nursery officer and has previously worked in nursery settings. This experience, in addition to attending further related training courses, has a positive impact on the quality of the learning and development opportunities provided. The wide range of resources are stored at the children's height to encourage free choice and independence. These are rotated to inspire children to participate in activities.

Good relationships are nurtured with parents, which have a positive impact on the continuity of care children receive. The childminder speaks to parents on a daily basis as well as providing a written diary. This ensures they are fully informed of the activities their children have enjoyed. Parents are then able to continue their children's learning at home through similar experiences. The childminder demonstrates a good understanding of the benefits of liaising with other professionals to enable all children to meet their full potential. She has developed links with the local school where children receive care and education in more than one setting. This enables her to plan experiences to complement those received at the school.

The childminder evaluates the learning and development opportunities she provides well. She gains feedback from the parents and children in a variety of ways, including questionnaires. This gives her a broader view of the service she offers in order to further improve her already good practice. She identifies her main strength as being her passion and enthusiasm for caring for children. The childminder also discusses that 'paperwork' is an area she is developing. She is working with an early years professional to further improve the systems she has in place.

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

The childminder demonstrates a good understanding of the Early Years Foundation Stage and implements it well. The wide range of resources available and trips to places of interest ensure all the areas of learning are effectively covered. This enables children to progress well in their learning and development. The childminder uses a positive and consistent approach to managing behaviour, which takes into account children's understanding and maturity. Consequently, children behave well. Children use information and communication technology to develop their skills for the future. Examples of this are where they access carefully chosen computer games and use interactive resources. Their communication skills are effectively fostered resulting in good interactions between themselves and the childminder. Children weigh and count spoonfuls of ingredients during baking activities. This nurtures their problem solving and numeracy skills. A variety of creative activities, including printing with leaves, drawing family portraits and making snowman pictures promote children's self-expression whilst having fun. The childminder's confident attitude to equality and diversity ensures children have a good awareness of the wider community. This is supplemented with a variety of activities and resources reflecting positive images of the world they live in.

The childminder plans activities around a basic theme taking into account children's interests and capabilities. She has developed individual files which contain observations and photographs. These link to the areas of learning and next steps in the children's learning are identified. The childminder has only been caring for children for a short period of time and systems for involving parents in the observation and assessment process are not effectively developed. This has a minor impact on the monitoring of children's achievements.

Children are safeguarded well as the childminder's home is secure at all times. This is supplemented with effective procedures for adults collecting children. Routines, such as, tidying away toys from the floor encourage children to take responsibility for their own safety. They are able to rest and sleep according to their individual needs and have regular opportunities to take part in physical play activities, both indoors and out. Examples of these are where they visit the soft play centre and negotiate large climbing equipment in the park. Children are encouraged to enjoy healthy snacks and meals. These include jacket potatoes, sandwiches and different fruits. They are beginning to understand simple health and hygiene practices, such as, washing their hands before snack, and after using the toilet. Children do not attend if they are sick which enables the childminder to protect others from illness. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being.

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

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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