

Inspection report for early years provision

Unique reference number	EY406992
Inspection date	28/09/2010
Inspector	Anthea Errington
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 2010. She lives with her family in a residential area of Widdrington Station, Northumberland, the property is within walking distance to local toddler groups, school and parks. Children have access to the whole of the ground floor and the first floor bathroom, there is an enclosed rear garden available for outdoor play. The childminder is registered to care for five children under eight years. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a very caring and supportive relationship towards the minded children and their families. She has a very good understanding of the Early Years Foundation Stage and plans activities in line with the areas of learning. Systems to observe and assess the children are still in their infancy, however, the childminder's clear knowledge of how children develop, support children well in their overall development. The secure relationships formed with parents are good, which enables information to be effectively shared. The childminder has begun to reflect on her practice, and has identified ways to move forward, including additional training and improving the outdoor environment. This demonstrates a positive approach to her continuous improvement.

What steps need to be taken to improve provision further?

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

- where possible improve and link the indoor and outdoor environment so that children can move freely between them.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and their welfare is protected well because the childminder has a good knowledge and understanding of safeguarding issues. She provides a very safe environment through the effective use of risk assessments. She has all the relevant information at hand to make an effective referral as well as a clear safeguarding policy, which parents receive copies of. There are well maintained systems in place to record attendance, as well as the effective recording systems for medication administration and accidents. The childminder has completed appropriate first aid training and this enables her to care appropriately for children should they become ill or in the event of an accident. Children are becoming aware of the importance of keeping themselves safe and regularly tidy up after themselves to ensure safe, clear floor space.

Documentation is well organised and required records are in place, readily available and stored securely to protect confidentiality. The childminder has not as yet developed a formal system to evaluate her provision. However, she does recognise the importance of continuous improvement and attends relevant training to continue to update her knowledge and improve outcomes for children. Children are valued and respected as individuals and make independent choices from the very good range of resources available to them. They move around independently through the suitable organisation of space within the childminders home. However, the link between the indoor and outdoor environment is not sufficient to allow children to move between the two independently. The childminder displays a very positive attitude towards equality and diversity and works hard to provide an enabling and inclusive environment. Children are beginning to learn about the wider world, through access to a sufficient range of multi cultural resources.

The partnerships with parents are good. They have access to a broad range of information including well written policies and procedures. Parents have provided positive feedback and comment on the very good care provided for their children. Children's learning journals as well as daily diaries keep them fully informed of their children's progress. Consequently, parents can contribute towards their children's learning at home from the clear and detailed information made available to them. The childminder is fully aware of the importance of maintaining links with other providers of the Early Years Foundation stage and has begun to develop links, which ensures children's continuity of learning.

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

Children feel secure and very welcome in the childminder's home. They are provided with an interesting range of activities that are designed to be enjoying and challenging and promote their individual development. The childminder has a positive attitude towards the Early Years Foundation Stage and has begun to use observations and assessments of children to plan for their next steps of learning.

The childminder has implemented detailed plans and builds on children's interests very well to ensure they continue to make progress and are interested in their play. For example, she provides a range of exciting activities with regard to children's interest in cars, tractors and diggers. They display lots of pride in themselves as they create wax crayon rubbings, of the various vehicles and are becoming aware of pattern, shape and size. They use their calculation skills well as they work out which of the toy cars will fit through the garage entrance. Children are becoming confident communicators and make their requests known to the childminder using verbal and non verbal communication. The childminder provides appropriate support to develop children's vocabulary and language skills as she listens carefully to them and repeats words back to them. Young children reach out to her for comfort and she readily responds with warmth and affection. Children have good opportunities to practice their mark-making skills and have access to a very good range of books. They talk of their favourite characters in the books as they turn the pages over in sequence. Children demonstrate their growing personal

independence as they move freely around the childminder's home, making their own selections and expressing ideas of what they want to play with. Their imagination and creativity is supported well, as they access the various resources. For example, they push soft toys around in the buggy and pretend to spray the perfume from the 'dog pampering kit'. Children have sufficient opportunities to develop their information and technology skills, as they play with the various programmable toys. Children successfully press the buttons required to make the toy phone work and clearly state 'goodbye' as they place the receiver down. Outings into the local environment help children to learn about their own community, as well as providing them with good opportunities to develop their knowledge and understanding of the world. For example, they have recently enjoyed an outing where they observed the vehicles working at a local opencast site and regularly visit local parks and woodland areas. Children are provided with very good opportunities to develop their social skills, and regularly attend stay and play sessions, where they have opportunities to play and share with children of similar ages.

The childminder is fully committed and takes all reasonable steps to ensure the children's welfare needs are met. Children are provided with healthy and nutritious snacks and meals which comply with their dietary requirements. They learn about keeping themselves healthy as they hold their hands up to be wiped prior to meals and following messy play. Older children have access to their own towels to help prevent spread of infection. Children demonstrate their feeling of being safe as they approach the childminder for comfort and reassurance. They are beginning to understand the importance of keeping themselves safe as they help to tidy up and put away toys to ensure clear floor space. Children behave extremely well in the childminder's care and respond positively towards her. The childminder has realistic expectations in accordance with each child's age and stage of development and is a very good role model for them.

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
--	---

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

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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----