

Inspection report for early years provision

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Inspection date	20/12/2010
Inspector	Karen Tervit
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 July 2010. She lives with her husband and their two-year-old daughter in the residential area of Whitley Bay. The whole of the ground floor and the first floor bathroom is used for childminding. Children have access to a rear garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years of age, of these, not more than two may be in the early years age group. She is currently caring for two children in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in an inclusive and welcoming environment. They are making good progress as the childminder provides a rich learning environment. Good partnerships with parents are in place. Overall detailed observations are used well to inform her practice. Most required documentation is in place to promote children's safety and welfare. The childminder is beginning to evaluate the care and education she provides. Consequently, the capacity to maintain continuous improvement is sound.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- develop systems for self-evaluation in order to help to promote continuous improvement to the provision and outcomes for children
- build upon the systems already in place for recording children's progress, including matching observations to the expectations of the early learning goals and clearly identifying learning priorities.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as the childminder has a very good understanding of Local Safeguarding Board procedures. She has attended recent training and fully recognises her responsibilities for protecting children. The childminder's written safeguarding policy includes the procedure to be followed should an allegation be made against herself. Documentation is well organised and effective written policies and procedures are implemented in her everyday practice. For example,

she has developed a good system for assessing risks both in the setting and outdoors. However, the childminder has not completed a written record of risk assessments for all the outings she provides. All adult household members have been suitably vetted. Clear systems are in place for dealing with complaints, and the childminder makes sure parents know how to make a complaint.

The childminder is committed to her own professional development and strives actively to provide good quality care. She has attended additional training and development courses, using the knowledge and skills gained from these to inform her practice and promote better outcomes for children. Since registration she has developed links with other childminders and receives support from the local authority development officer so as to promote continuous improvement. Children's play opportunities are maximised through the effective organisation of space, time and resources. A wide range of play materials, including those reflecting difference and diversity, are organised on the floor or on open low level shelves promoting independence and free choice. The childminder is fully aware of the importance of inclusive practice and implementing effective strategies to ensure all children are included. The childminder is beginning to look at different ways in which to evaluate the care and learning she offers, for example by devising parental questionnaires. However, this is in the very early stages of development.

Children benefit from the positive relationships that are in place between the childminder and parents. There are good systems in place for the sharing of information. This ensures that children's ongoing needs are effectively met and that they experience consistency in their care. For example, information and artwork is displayed for parents around the setting. Parents share in their children's achievements and the day's events via a daily diary. In addition, the childminder provides a photographic journal showing the interesting experiences she provides for children. The childminder is aware of the importance of developing links with other local settings that children attend, when appropriate, so as to ensure that children receive continuity in their care

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

Children are happy and relaxed in the childminder's home. They are making good progress in their learning and development. The childminder organises the environment to ensure that children can safely and easily access toys and resources that are suitable for their individual stage of development. For example, children thoroughly enjoy exploring snow brought indoors and making different noises with the pots and pans. Good quality information is gathered from parents about the children's likes, dislikes and the things they can do and the childminder uses this as a basis on which to build their learning. She then uses the Early Years Foundation Stage practice guidance to help her to plan, and provides activities to promote children's learning and development. She ensures that she covers all areas of learning and offers children a wide range of exciting activities taking into account their daily needs and interests. Detailed observations of children are

carried out, however, the next steps in their learning are not always clearly identified.

Babies select their own play materials delighting in playing with the musical instruments or building with the blocks. They are becoming aware of the world they live in as they participate in outings in the local community including trips to the local Sure Start Centre. They show pleasure in watching the musical clock and thoroughly enjoy playing with the pull-back cars. They are developing their walking and standing skills using the brightly coloured sturdy walkers. Children enjoy trips to interesting places such as the library and the Sea Life Centre, as well as going to see the Newcastle parade to celebrate Chinese New Year. Children's understanding of difference and the wider world is effectively encouraged through activities, access to resources, and use of books. Children celebrate various festivals and special events, such as Christmas, developing their knowledge of similarities and differences of each other. They receive good opportunities to be creative, for example, as they paint with brushes and sponges. They play imaginatively with the plastic fruit as the childminder successfully extends their play showing them how to cut them in half. Babies dance along enthusiastically to favourite rhymes and songs.

The childminder successfully supports children in behaving very well. Babies are encouraged to be kind and be careful that they do not crawl over each other. Children receive regular praise for all achievements and are encouraged to say please and thank you. Children adopt good personal health and hygiene practices. They have their hands thoroughly wiped before snacks and meals. Comforters are carefully stored in individual plastic pots. Meals are freshly prepared and healthy and nutritious, with the childminder consulting closely with parents before trying new foods. Babies thoroughly enjoy making their own pizzas, eating the healthy ingredients as they put them onto the bases. The childminder sings the 'tidy up' song as she encourages babies to help to tidy up toys so they do not trip over. Children are able to rest and sleep according to home routines, with the childminder recognising when they become tired or are feeling unwell.

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	3

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	3
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	3
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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