

Inspection report for early years provision

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Inspection date	17/01/2011
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.

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 2010. She lives with her husband and two children aged eight and five years in the residential area of High Heaton in Newcastle upon Tyne. 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 garden for outside play. She has a rabbit as a pet. The childminder cares for children on weekdays from 7.45am to 6.15pm for 46 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 three may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years and is currently minding 17 children in this age group. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities. She has established links with the local school. 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 has a warm and caring nature, which is conducive to all children and their parents feeling welcome. She shows a very positive attitude to providing an inclusive environment. The wide range of resources and activities offered ensure children have ample opportunities to make good progress in their learning and development. Most areas of learning are well resourced. The childminder links with an early years professional 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 resources and activities to nurture children's understanding of people's different needs.

The effectiveness of leadership and management of the early years provision

Children are well protected as the childminder has a good understanding of safeguarding issues. Regular risk assessments, both indoors and out, minimise the chance of accidental injury effectively. The childminder is committed to attending training to further enhance the good quality care she provides. Children's play opportunities are maximised through the effective organisation of space, time and resources.

Good relationships have been developed with parents. Information is shared regularly at arrival and collection times verbally and with written diaries. This results in parents being fully informed of the experiences their children have enjoyed. Parents also have access to their children's development records and can borrow resources to continue their learning at home. The childminder demonstrates a very good understanding of the benefits of liaising with other professionals to meet children's specific requirements. She has developed strong links with the local school where children receive care and education in more than one setting. This has a positive impact on her being able to complement the experiences they provide.

The childminder clearly reflects on the service she provides. She gains feedback from parents and the children verbally and with written questionnaires. This enables her to adapt the learning and development opportunities she offers to meet children's individual needs. She identifies her main strengths as being her wealth of experience as a teacher, the range of activities she provides and her passion and enthusiasm for childminding. She also recognises that her provision is still very new and she is continually developing policies and resources in response to training.

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

The childminder has a good understanding of the Early Years Foundation Stage and implements it well. Each area of learning is covered, enabling children to make good progress towards the early learning goals. Free play is incorporated into each day, where child-initiated play is encouraged and supported by the childminder. Children are learning right from wrong and are starting to take responsibility for their own actions. The childminder's confident approach to equal opportunities contributes to children's positive attitudes to the wider community. This is complemented with access to a selection of resources, which raise children's understanding of different cultures and beliefs. However, there are few resources reflecting positive images of people with disabilities. This has a negative impact on raising children's awareness of difference. Children use information and communication technology to promote their skills for the future. An example of this is where they access carefully chosen educational games on the computer. They spontaneously choose books to share with the childminder who enthusiastically reads to them. This has a positive impact on nurturing children's enjoyment of the written word. A variety of jigsaws, sequencing and matching games effectively promote children's problem solving and reasoning skills. A range of creative activities including painting and making sculptures out of sticks, leaves and stones promote children's self-expression whilst having fun.

The childminder plans activities taking into account children's interests and capabilities. She knows the children very well and is able to discuss their achievements. Individual development files are in place, which include observations and photographs linked to the areas of learning. The next steps in children's learning are identified to inform future plans.

The childminder's home is secure with effective procedures being in place for the collection of children, ensuring they are well protected. Children are kept safe on outings as they learn road safety procedures and understand simple rules, such as holding hands when crossing the road. They are cared for in a clean and comfortable environment, where they are beginning to develop an understanding of good hygiene and personal care. A clear sickness policy offers parents information about exclusion periods for children who are unwell, ensuring children are not placed at risk of infection and illness. Children enjoy physical play and have a variety of resources to use in the rear garden. Consequently, they develop and test their physical skills. The childminder's flexible routine incorporates time for quiet play and rest, enhancing children's well-being. Parents have the option to provide their children's meals. Otherwise the childminder offers healthy food options. These include pasta dishes, pitta bread and fruit, which nurture good lifestyle habits. 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

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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