

Inspection report for early years provision

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Inspection date	03/07/2012
Inspector	Julie Morrison
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 2011. She lives with her partner and their three children aged 10, seven and four years. They live in the residential area of Warkworth Woods in Newcastle. The family have two pet gerbils. Children have access to the lounge, kitchen and toilet on the ground floor. The rear garden is used for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight, of whom two may be in the early years age group. The childminder has completed a childminding and paediatric first aid training course. She attends the local parent and toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a lovely family environment for all children. As the childminder has only recently started minding, systems to monitor children's achievements are not fully developed. However, the childminder supports their learning well and she offers a wide range of experiences for children to ensure they have ample opportunities to make good progress. Partnerships with parents are developing; this helps the childminder to gather appropriate information to ensure that all children are included at her setting. The childminder is positive about developing her practice in order to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systems for recording children's progress, including matching observations to the areas of learning and identifying learning priorities
- develop opportunities for parents to review and contribute to observations of their child's learning and development.

The effectiveness of leadership and management of the early years provision

Children are well cared for in an environment which is friendly and secure and where risks are identified and minimised effectively. The use of appropriate safety equipment and procedures such as close supervision of children at all times and the use of door stops and cupboard locks supports children's safety. This is further supported by a clear record of risk assessment for all areas of the home and outings. The childminder has a secure understanding of safeguarding signs and symptoms including procedures to follow if she had a concern about a child. This is

supported by a written policy; consequently, children are well protected.

Systems to work effectively with parents are developing. The childminder provides them with copies of her policies and procedures at the start and her certificate of registration and insurance details are clearly displayed for parents to see. The childminder has appropriate procedures in place to keep parents up-to-date about their child's care and learning, for example, through daily record sheets. However, these sheets stay at home with the parents and are not linked to the Early Years Foundation Stage. This makes it difficult to see how they are used to involve parents in their child's ongoing learning and share information about children's progress towards the early learning goals. Suitable systems are in place to gather all required information about children at the start, for example, contact details and dietary requirements.

Although the childminder has only been minding for a few months, she demonstrates a genuine commitment to developing her practice in order to improve outcomes for children. She works closely with other childminders to discuss practice and reflects well on her practice in order to identify areas for development. For example, introducing all about me books. The effective organisation of space and the good levels of support provided by the childminder allows children to move around safely and freely. This helps them to develop their independence and allows them to make choices about their learning and play.

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

The childminder is developing a secure understanding of the Early Years Foundation Stage. She uses this to plan a wide range of activities which cover all areas of learning and are based on children's interests. However, although the childminder makes written notes to parents about children's care and learning, these are not linked to the areas of learning and do not identify children's next steps in learning. This makes it difficult to track the progress the children are making. However, the impact of this on children's learning is minimal because the childminder has clearly taken time to get to know the children well. She talks confidently about their interests and has a good understanding of their next stages of development, this supports their good progress.

Although relatively new to the setting, the children are developing positive relationships with the childminder and her family and clearly enjoy the time they spend in her care. They behave well as the childminder implements a calm, positive and consistent approach to managing their behaviour, for example, using distraction and positive reinforcement. The childminder supports learning well as she engages enthusiastically with the children throughout their play. For example, she joins in singing and dancing with the children, as they pretend to be animals. Children's mathematical skills are developing as they confidently count out their age and match shapes as they play. For example, as the childminder introduces rectangle shapes to the children they remark, 'like this one', pointing to the rectangle shaped floor tiles. Children's language skills are supported well, they are

confident and articulate and approach visitors happily with questions or to show them their toys. Children are beginning to develop their skills for the future as they use a digital visual display with confidence, make pretend telephone calls and play with a range of push button toys. They take part in a good range of creative activities, this helps to develop their hand to eye coordination. For example, using scissors, glue sticks and pencils to draw around their hands and bodies. Although the children that the childminder is caring for are still young, she is beginning to help them to develop a sensitive awareness of diversity by introducing resources which reflect positive images of race and gender, such as small world people and books.

Children's welfare is successfully promoted by the childminder. They learn about keeping safe through practising road safety and discussions as they play. For example, not to climb on toys as they may fall and hurt themselves and break the toys. The childminder has a good understanding of the importance of keeping children safe whilst allowing them to begin to learn about how to manage risks for themselves. For example, offering to walk by their side as they explore a climbing frame. Children enjoy a range of activities that contribute to good health. They are able to rest and sleep according to their individual needs and parents' wishes and have regular opportunities to take part in physical play activities. For example, playing in the garden and going for walks to the park. The childminder provides a balanced range of healthy and nutritious meals and encourages children's independence as she supports them to make their own sandwiches. Activities, such as making fruit smoothies and using herbs grown in the garden to cook with, further supports children's growing awareness of healthy lifestyles. All required documentation along with effective policies, such as accident records and sick child procedures, help to safeguard children's good health.

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	3
The effectiveness of the setting's engagement with parents and carers	3

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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