

Inspection report for early years provision

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Inspector Andrea, Jane Lockyer

Type of setting Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

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

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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 has been registered since 2003. She lives with her husband in a house in the Whitley Bay area of North Tyneside. Local amenities and public transport systems are within walking distance. The whole of the ground floor area is used for childminding purposes. Access to the first floor is restricted to the use of the bathroom. There is an enclosed rear garden available for outdoor play. The family has four pet dogs. The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is currently caring for one child, who is in the early years age range. The childminder receives support and training opportunities from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are cared for in a stimulating, caring and inclusive environment where their individuality is respected and valued. Effective relationships with parents ensure that they receive good information about the provision and that the children's needs are met. However, parents have not been invited to contribute to their children's development files. Links with other providers delivering the Early Years Foundation Stage have yet to be effectively established. The childminder has a satisfactory understanding of the Early Years Foundation Stage, and children are making steady progress in all areas of their learning. They have independent access to a good range of resources; however, there are limited resources to raise the children's awareness of people with special educational needs and/or disabilities. The childminder has begun to assess her provision and this has allowed her to identify some areas that will enhance the service she offers to the children.

What steps need to be taken to improve provision further?

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

- develop a system of reflective practice and self-evaluation to clearly identify strengths and priorities for development
- develop links with the local nursery that children attend to ensure continuity of children's learning and care
- invite parents to contribute to their children's development files and be involved in the observation and assessment process
- provide a range of resources to raise the children's awareness of people with special educational needs and/or disabilities.

The effectiveness of leadership and management of the early years provision

The childminder places a high priority on the children's safety; she has a secure knowledge of how to safeguard the children's welfare and act on any concerns she

may have. A good written policy shared with parents ensures that they are fully aware of her role and responsibility regarding child protection. A comprehensive risk assessment, used in conjunction with a range of good safety procedures, ensures that children are kept safe both in and out of the premises and on outings. The children are able to move around freely and are provided with good levels of support and supervision to ensure they feel safe and secure. They are able to make their own choices from the wide range of well-maintained resources, which are effectively organised, promoting their independence and choice.

Effective partnerships with parents have been established. In-depth discussions with parents ensure that the childminder has a full picture of the individual needs of the children when she begins to care for them. This enables her to meet the children's individual needs. Good written daily diaries and daily communication with parents keeps them very well informed of their children's care, welfare and progress. Parents are provided with a good information package, which keeps them well informed of all aspects of the childminder's practice. However, they have not been invited to contribute to their children's developmental files. Links with the local nursery that children attend have not yet been established to ensure continuity of the children's care and learning.

The childminder promotes an inclusive practice resulting in all children and parents feeling valued and free from discrimination. The children are beginning to learn about differences as they play with a range of resources that reflect positive images of culture and gender. However, there are limited resources available to raise the children's awareness of people with special educational needs and/or disabilities.

The childminder has begun to develop systems to monitor and evaluate her practice to improve outcomes for children. She has identified some areas that she wishes to improve, such as, using photographs as part of the observation and assessment process of the children, and developing the outdoor play space. However, her ability to consider what she does well and areas to improve is unclear and not sufficiently focused. The childminder has met all recommendations from the previous inspection, improving children's safety and their awareness of some aspects of the diverse society in which they live.

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

The children have settled very well with the childminder. They enjoy affectionate, caring and nurturing relationships with her. The childminder is completely focused on the children while they are in her care and she knows them well. This ensures they feel safe and secure and are provided with appropriate support as they develop new skills and explore their environment. The children instinctively go to her when they feel tired or want a cuddle, and enjoy her company.

The childminder has a satisfactory understanding of the Early Years Foundation Stage and the children are making steady progress towards the early learning goals. The childminder uses information from observations and her knowledge of

the children to plan fun and interesting activities, both in and out of the home. The childminder has recently developed an appropriate system for recording observations, making assessments and planning for their next steps.

The children happily engage in activities with the childminder and respond very well to her sensitive guidance. For example, as they attempt to stack different sized cups on top of one another the childminder shows them what to do and allows them to work it out for themselves, giving lots of praise and encouragement. The children are clearly pleased with their achievements as they clap themselves and laugh with delight. The childminder counts and names the colours of the cups as they play, exposing young children to numerical and colour concepts. The children's developing language skills are supported and encouraged by the childminder, she provides a constant narrative as children play and encourages them to make simple sounds. The children happily 'babble' as they play and point to what they want. They clearly enjoy the interactive books available and quickly work out that if they press the button on the book it makes the sound of the animal on the page, they have great fun imitating the 'moo' sound of a cow. The children show a natural curiosity as they lift the flaps in books to see what the pictures are underneath, and are beginning to recall the contents of their favourite book. For example, as they select their book they raise their arms up in the air, because they have remembered a picture of a giraffe 'stretching high'. The childminder uses simple action songs and puppets to continue to support the children's language and communication skills. The children are beginning to develop their imaginative skills and a sense of caring for others; for example, as they play with a doll, they instinctively say 'ahh' and give the doll a kiss and a cuddle. The children are growing in confidence and developing appropriate levels of self-esteem as they receive lots of meaningful praise and encouragement from the childminder. They respond positively to her sensitive and calm approach, by smiling, laughing and clapping their hands. The children enjoy trips out where they are beginning to learn about their community and socialise with others; for example, as they visit toddler groups, the library, parks and go for local walks.

The childminder is laying good foundations for the children to develop a good understanding of a healthy lifestyle. The children are encouraged to feed themselves, take a drink when they are thirsty and wipe their own faces. The childminder follows good hygiene practises which, in turn children learn from, such as, explaining to children why she is wiping their hands before and after they eat. Parents provide all meals and snacks for their children, but the childminder demonstrates a very good understanding of healthy eating and how to promote this with the children. When out on trips the childminder explains how to cross roads safely, she shows children how to stop at the lights and wait for the 'green man' to appear before they cross the road. Reminders from the childminder throughout the day help children to learn to play with toys and equipment safely and to stay away from areas that may be hot. For example, if children go near the fireguard she reinforces the word hot and encourages them to move away. The childminder reminds children not to put things in their mouth that they have picked up off of the floor, and not to play behind doors. The children have plenty of opportunities to enjoy being in the fresh air as they take daily trips out. They are developing increasing control of their bodies as they engage in a wide variety of

physical activities; for example, jumping and stretching to action rhymes, practising their walking skills as they grow in confidence to take more unaided steps, and moving their bodies to music.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
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	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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

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