

Welsh, Sarah Elizabeth

Inspection report for early years provision

Inspection date	08/09/2011
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2010. She lives with her husband and young child in Widdrington Station, Northumberland. She is registered to care for a maximum of five children under eight years. There are currently five children on roll of which two are in the early years age group. The children have access to the whole of the ground floor and the first floor bathroom and rear bedroom. There is an enclosed rear garden available for outdoor play. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She cares for children on weekdays throughout the year. The family have a pet cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is Good.

Children are cared for in an extremely warm, caring and inclusive environment, where the childminder is fully aware of children's individual development. The childminder's extremely caring and supportive relationships with the children as well as her extensive knowledge of childcare underpin the excellent progress they make in their learning and development. She has a clear knowledge of the Early Years Foundation Stage and robust systems to observe and assess children are in place, which ensures their next steps of learning are skilfully planned for. The childminder is beginning to reflect on her practice and recognises the need for continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop procedures to promote reflective practice, self-evaluation and identify priorities for development to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has a clear and straightforward written policy outlining the steps she would take should she have concerns regarding a child in her care. Thorough risk assessments are in place for all aspects of her care which reduces the risk to children. 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 any accidents. The registration certificate is prominently displayed, as is a poster explaining how parents can contact Ofsted.

Documentation is very well organised, readily available for inspection and stored securely to protect confidentiality. All essential records and well written policies are in place which parents receive copies of. The childminder fully recognises the importance of continuous improvement and has begun to complete a record of self evaluation. However, this is not used fully to identify her strengths and plans for improvement. Excellent use is made of observation and assessment, which the childminder skilfully uses to plan the next steps in children's learning and development. She displays a positive view towards equality and diversity and works hard to ensure she provides an enabling and inclusive environment for all. The childminder makes very good use of her space and resources, and children are provided with excellent opportunities to enjoy and develop their independence. For example, resources are clearly labelled using words and pictures, which in turn support and develop reading skills.

The partnerships with parents are good. The childminder shares information with them daily through discussion and completion of documents. For example, children's learning journals, as well as daily diaries, help to keep them fully informed of their children's progress. Consequently, parents can contribute towards their children's learning at home from the detailed information provided for them. In addition, they have access to all relevant policies and procedures and contracts set out clearly the expectations of both parties. Effective links are being developed with other providers delivering the Early Years Foundation Stage to exchange pertinent information to help support and develop children's overall learning and development.

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

The childminder knows the children in her care very well and confidently describes their needs and stages of development. She bases her planning predominantly on children's interests and daily routines and encourages them to make their own independent choices. They are provided with a wealth of exciting opportunities and resources to enable them to make very good progress across all areas of learning. They display extremely warm and close relationships with the childminder which results in them fully enjoying their time spent with her.

Children receive purposeful support from the childminder so they feel safe, valued and secure, which increases their desire to learn. Children clearly enjoy their learning which is evident through their engagement in the activities and the way they respond to the childminder and other children. Children are extremely confident communicators and clearly make their requests known. The childminder uses purposeful questions and listens carefully to the children repeating phrases back to further develop their speech and language skills. Children have very good recall skills and clearly describe recent events, such as trips to the park and soft play centres. They are making very good progress in their problem solving and numeracy skills and demonstrate their superb skills as they count up to 14 with the childminder's support. They are becoming aware of shape and measure and use

mathematical language to describe the size and shapes of their hands compared to the childminders.

The childminder supports the children very well and provides them with a range of stimulating resources to extend their learning further. For example, children enthusiastically create ladybird spots using play dough to place onto laminated pictures. Children are provided with lovely opportunities to develop their imagination and creativity. They thoroughly enjoy dressing up in the colourful costumes and enjoy a pretend picnic which they organise between themselves and the childminder. Children have good opportunities to develop their information and technology skills as they have access to a broad range of programmable toys. For example, they press the buttons on the interactive toys and enjoy listening and dancing to the familiar tunes.

The childminder is fully committed and takes all reasonable steps to ensure the children's welfare needs are met. Children are provided with extremely healthy and nutritious snacks and meals which fully comply with their dietary requirements. They learn about keeping themselves healthy as they regularly wash hands and access clean towels to prevent spread of infection. Children clearly have an excellent understanding of keeping themselves safe and are developing a sense of control to support them. They expertly describe how they should sensibly leave the premises during fire evacuation practices and fully understand the childminder's instructions to them to keep themselves safe whilst playing. Children respond positively towards the childminder who has realistic expectations in accordance with children's ages and stages of development and is a very good role for them. They flourish in the excellent care and the positive experiences they receive support them in developing skills for future success.

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	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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

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