

Inspection report for early years provision

Unique reference number	209654
Inspection date	17/09/2008
Inspector	Lynne Milligan
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered since 2000. She lives with her husband and daughter aged ten years. They live in a detached house on the edge of the town of Newcastle, close to local amenities. Most areas of the property are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register, the compulsory and the voluntary part of the Childcare Register. She is registered to care for a maximum of four children under eight years and currently has one child on roll on the Early years register.

The childminder attends a local play group on a regular basis. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder promotes good outcomes for children in all aspects of the Early Years Foundation Stage. Children's individuality is valued and promoted well. She has forged solid relationships with parents and with other settings that the child attends to ensure continuity of care and education. Children are welcomed into the childminder's home and are happy and engaged. Planning of activities is specific and clearly meets the needs and interests of the children, in addition she carries out evaluative observations and assessments that enable her to securely identify children's next steps.

What steps need to be taken to improve provision further?

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

- further develop the risk assessments to ensure they contain the name, date and timescales for any action to be taken

The leadership and management of the early years provision

Children's overall needs are promoted well by the childminder. She has attended various training courses in order to update her existing skills and has a proactive approach in order to further develop her skills. Policies and procedures are well organised and presentable, with regularly updated copies given to parents that ensure they are involved and kept well informed. Children's starting points are used to skilfully plan activities alongside children's interests. Details of what the children have been involved in are shared with parents through discussion and the use of daily diaries. In addition, specific needs agreed and discussed with parents are closely monitored and shared with other settings in order to promote children's self-esteem.

Safety within the home is generally well promoted. Written risk assessments are carried out that allows the childminder to clearly identify any possible hazards and then act upon them. However issues to be addressed are not given a timescale and are not signed or dated. Safeguarding is well understood by the childminder and she is confident at identifying signs and symptoms and what to do with any information she has gathered. In addition, she has precise collection procedures, asking for passwords, make and model of cars and details of all those who are responsible for picking up the children. She is also able to identify those with parental responsibility.

Systems in place to monitor the effectiveness of her provision are robust. The childminder is able to confidently identify her strengths and weaknesses, how she will improve her provision and what steps she needs to take in order to do this. Parents are involved in this process and these comments show that parents value the good standard of care and learning given to their children.

The quality and standards of the early years provision

The childminder effectively promotes children's welfare, learning and development. Opportunities provided enable them to keep healthy, stay active and eat well. Parents provide packed lunches that are nutritious, with drinks that are readily available throughout the day. Children play in the large, secure garden or visit the local parks, walking to and from school, learning about their environment on the way. They are helped to learn about road safety as they explain how and why they stop at crossings and that they only cross when it is safe to do so.

Resources in the purpose built play room are plentiful and interesting. They are well organised to allow children easy access and variety. There is a comfy sofa for resting or so they can sit and read their favourite books.

Children's individuality is celebrated and promoted through the childminder's good understanding of child development, relationships with parents and links with other settings. She has written plans that provide simple, yet interesting activities that take into account children's personal interests. This enables the children to maximise their learning whilst helping them to feel engaged and fulfilled. Activities such as hanging out the washing or going to the local supermarket enable the childminder to incorporate everyday tasks into an experience that helps the children learn about such concepts like numbers and colours. Children play a game as they count the carrots or look for three red apples. In addition, the childminder is confident at identifying one activity that incorporates all areas of learning. Furthermore, it is delivered in such a way that allows the child to develop certain skills, without them knowing they are learning. This approach ensures that those children who attend other settings have a less structured, yet fun learning journey whilst in her home.

Children are encouraged to problem solve as they work out how many plates they need or how to change the elements of a game so that the marble flows more freely. Careful open ended questioning allows the children to think critically, working out their response and being able to verbalise this to the childminder. Lots of

conversation helps the children become skilful communicators, reinforcing key words or using new ones and knowing what they mean. Children are making good progress in developing skills for the future. They develop their understanding of technology as they explore electronic toys and use various programmes on the computer. Resources such as maps help them to learn about the world around them. They mark out countries where people live and discuss what its like to live there, confirming their appreciation for other cultures and traditions. In addition, children taste food from various cultures as they celebrate many festivals.

House rules help children understand boundaries and respect. The childminder acts as a good role model whilst asking children to use their manners and to be careful when sitting on chairs. Consistent praise and encouragement foster children's self-esteem with regular opportunities for them to socialise and make friends at the local playgroup. Furthermore, the childminder has taken great strides to involve other settings that the children attend. In collaboration with the parents, she has sent to the school nursery a signed letter highlighting the commitment to working in partnership and the benefits of sharing good practice. This two-way method of open communication ensures the specific needs of the children are met at all times, in all settings.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.