

Inspection report for early years provision

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| Unique reference number | 310051 |
| Inspection date | 09/03/2009 |
| Inspector | Cathryn Parry |
| 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 was registered in 1995. She lives with her husband in the residential area of Whitley Bay in North Tyneside. The whole of the ground floor of the childminder's home is used for childminding. She has a cockatiel as a pet. The childminder cares for children on weekdays from 07.15 to 18.00 for 49 weeks of the year.

The childminder is registered to care for a maximum of six 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 to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder offers a very warm and friendly welcome to all children and their families. She provides a wide range of activities, which gives children the opportunity to make progress in the majority of the areas of learning very well. Systems for planning the toys which are available to children on a daily basis are generally effective. The childminder demonstrates a very positive attitude to providing an inclusive environment. This includes being really willing to attend relevant training and link with other professionals when needed. Liaising with other childminders and a support worker from the local authority ensures continuous improvement is maintained.

What steps need to be taken to improve provision further?

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

- further develop opportunities for children to use information and communication technology to support their learning
- further develop the daily planning of resources to ensure the next steps in children's learning are always promoted.

The leadership and management of the early years provision

The childminder evaluates the care and education that she provides very well. She asks parents to complete questionnaires and talks to the children to get their views. This gives her a broader understanding of the service she provides. She attends a range of training to further her knowledge of related childcare issues. The childminder has completed a self-evaluation form and looks carefully at her childminding practice. She recognises her strengths as being the lovely developmental files she has for each child and the range of outings to places of

interest that children enjoy. She also notes that the book she provides with pictures of activities for children to choose from needs to be reviewed. Consequently, she is able to further improve the way children access the resources to further develop free choice and independence.

The childminder has built very good relationships with parents. She speaks to them on a daily basis to ensure they are fully informed of the activities their children have participated in. Highlighted experiences that children have enjoyed enable parents to further their children's learning at home. This is complemented with written diaries, which the childminder encourages parents to contribute to. The childminder links closely with the local nursery and playgroup, sharing developmental files to effectively promote continuity of care and education.

The childminder has recently attended safeguarding training and demonstrates a sound understanding of associated issues. A written procedure is in place along with a range of related publications. Consequently, the childminder is well equipped to effectively protect children. Risk assessments take place both in the childminder's home and on each outing. These are recorded, which has a positive impact on reducing the risk of accidental injury.

The quality and standards of the early years provision

The childminder has a good understanding of the Early Years Foundation Stage. The wide range of resources, photographs and past observations show that each of the areas of learning is covered well. The childminder deploys herself effectively to ensure a very good balance of child-centred and adult-led activities. Her positive attitude to equal opportunities ensures children have a good awareness of the wider community, for instance, when looking at how people dress in different countries. Children behave well and are beginning to understand the consequences of unacceptable behaviour to others. The childminder has good strategies in place for managing behaviour which are appropriate to the children's ages, stages of development and understanding. They are starting to share and take turns with the sensitive support of the childminder. Children's recognition of the written word is nurtured as they explore magnetic letters and enjoy the wide range of age-appropriate books. Some of the children attending have access to a computer at other settings. However, there are few opportunities for children to use information and communication technology to support their learning at the childminder's home. This has a slightly negative impact on them making progress in this area. Good use is made of the local community to develop children's knowledge of the living world. Examples of this are where they go for walks in the muddy field and hunt for shells on the beach. A wide range of creative activities promote children's coordination and self-expression whilst having fun. These include painting, manipulating play dough and making pictures with feathers. Resources, such as large floor dominoes, shape sorters and jigsaws, promote children's mathematical thinking. This is further developed through good discussion with the childminder as she counts with the children during everyday play. The childminder has developed comprehensive individual files for children. These contain photographs, examples of artwork and written observations, which are linked to the early learning goals and highlight the next steps in children's learning.

They are a lovely record for parents and a useful tool for sharing information with other professionals, if needed. The childminder has a planned routine, including trips to different groups. However, the daily planning of resources is not always informed by observation, to ensure the next steps in children's learning are consistently promoted.

Children are cared for in a well-maintained environment, where toys and equipment are cleaned regularly. Their knowledge about personal safety is encouraged by gentle reminders from the childminder to help tidy the toys away so they do not trip, road safety activities and regular fire drill practises. This positively contributes to children developing a sense of danger and how to keep themselves safe. The childminder has taken action to ensure that risks inside and outside her home have been minimised, so that children can play safely. An example of this is where she has erected a fence around the greenhouse, to ensure that children do not go too near to the glass. The childminder promotes good practice to prevent the spread of infection and keep children healthy. She follows an effective procedure when changing nappies and wears disposable gloves. Children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. Brushing teeth and hand washing form an integral part of their daily routine. Their well-being is further enhanced through well planned opportunities for large physical play, either outdoors, or with visits to local amenities. Children explore, test and develop physical control, for instance, when using large climbing equipment in the park. They are active or restful through choice and sleep in-line with their individual needs and parent's wishes. Parents provide the meals for their children; therefore, any specific needs are met well. The childminder complements this by providing healthy snacks, such as fruit. This fosters 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

Overall effectiveness

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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

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| 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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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.