

## Inspection report for early years provision

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<b>Unique reference number</b>	311580
<b>Inspection date</b>	22/01/2009
<b>Inspector</b>	Cathryn Parry
<b>Type of setting</b>	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 2000. She lives with her husband and two children aged 16 years and 13 years. They live in the residential area of Gateshead in Tyne and Wear. The whole of the ground floor and the bathroom on the first floor of the childminder's home is used for childminding. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years at any one time. She also cares for children aged over eight years. There are currently nine children on roll. Of these, seven are in the early years age range. The childminder works in partnership with her husband who is also a registered childminder. When working with him she is registered to care for a maximum of eight children aged under eight years. Of these, not more than six may be in the early years age range. The childminder cares for children on weekdays from 07.30 to 18.00 for 48 weeks of the year. She has completed a relevant training course and holds a current paediatric first aid certificate. She takes and collects children from the local school and attends the local parent and toddler group.

## **Overall effectiveness of the early years provision**

The childminder offers a very warm and friendly welcome to all children and their families. The wide range of toys and experiences offered ensures children are given ample opportunities to make progress. The childminder shows a very positive attitude to providing an inclusive environment. This includes being willing to attend any relevant training and liaising with other professionals to meet individual needs well. The childminder is keen to maintain continuous improvement in order to further develop the care and education she and her husband provide.

## **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 cover anything with which a child may come into contact.

## **The leadership and management of the early years provision**

The childminder and her husband work very closely together. They complement each other well, which results in the children being happy and secure in either of their care. The childminder evaluates the service she provides, including gaining feedback from parents. She recognises her strengths as being her enthusiasm to teach children and the wide range of activities she provides. She also recognises that everyone can make improvements and attending further training has a positive impact on increasing her knowledge to do this. The childminder has positively addressed the recommendation highlighted at the previous inspection.

This has resulted in her attending a relevant first aid course, which has a positive impact on children's well-being.

Good relationships have been developed with parents. The childminder talks to them on a daily basis to ensure they are fully informed of the activities their children have participated in. This is complemented with written diaries and individual photograph albums. Particular interests are highlighted so that parents can continue their children's learning at home. The childminder speaks to staff at the local nursery so she has a general idea of the activities being carried out, in order to continue these within her home.

The childminder has attended safeguarding training and demonstrates a clear understanding of associated issues. All relevant documentation, including the procedure to follow and contact numbers are easily accessible. Consequently, children are well protected. The childminder carries out risk assessments and keeps a record of these. However, they do not cover anything with which a child may come into contact. This results in the opportunity for some hazards to be missed during the assessment procedure.

## **The quality and standards of the early years provision**

The childminder is developing a good understanding of the Early Years Foundation Stage framework. She encourages children to make progress towards the early learning goals by providing easily accessible toys and by joining in with their play. The space available is very well organised to ensure all the areas of learning are covered. This is complemented with outings to a variety of groups. She clearly explains how she plans for individual children following their ages, interests and stages of development. Regular observations take place, which are starting to be documented and linked to the early learning goals. The childminder knows the children in her care very well, which contributes positively to the planning, observing and assessing process. She has a very caring disposition and interacts really well with the children, rarely missing an opportunity to extend their learning. A very good balance of child-centred and adult-led experiences ensures appropriate challenge for their age and stage of development. The childminder responds spontaneously to events in order to further children's knowledge. An example of this is where they discover a pip in the apple they are preparing for lunch and decide to plant and nurture it. Different cards with numbers and pictures are used effectively to promote children's counting skills. Children are encouraged to discuss how they feel and to match their feelings to happy and sad faces. A wide range of creative experiences are available for children to enjoy. These include painting, making feather pictures and using musical instruments. Consequently, they are able to practice using small tools and equipment, such as maracas, paint brushes and scissors. The childminder's good understanding of individual personalities promotes effective behaviour management. Her positive attitude to equal opportunities contributes to children developing an awareness and understanding of different beliefs and cultures. This is complemented by the children making a scrap book, which includes positive images of the wider community.

The childminder's home is secure with effective procedures being in place for the collection of children, ensuring they are well protected. They are cared for in a clean and comfortable environment, where they are beginning to develop an understanding of good hygiene and personal care. This includes helping to wash the table before lunch and using moist wipes to clean their hands prior to eating. Children enjoy regular visits to the local parks where they can access large climbing equipment. These are complemented with walks to and from nursery. Consequently, children have good opportunities for healthy exercise to encourage their physical development. Large windows in the conservatory enable them to benefit from natural light whilst playing indoors. The childminder is sensitive to children's individual likes and dislikes and prepares different food to meet their specific requirements. Meals and snacks provided include fresh fruit, raw vegetables and plain pasta. Children have regular drinks of water, which quenches their thirst and benefits their health. They experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. Routines, such as tidying away toys from the floor encourage children to take responsibility for their own safety. They are kept safe on outings as they learn road safety procedures and understand simple rules, such as waiting at the curb until it is safe to cross the road.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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.