

Inspection report for early years provision

Unique reference number	311662
Inspection date	18/11/2008
Inspector	Janet Fairhurst
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 December 2000. She lives with her husband and two children, aged 14 and 12 years, in Blaydon, Tyne and Wear. The house is within walking distance of schools, shops and other local amenities in the village of Winlaton. The whole of the ground floor is used for childminding. There is a fully enclosed rear garden available for outdoor play. The home is accessed by a number of steep steps.

The childminder is registered to care for five children at any one time. There are currently five children on roll, four of whom are in the early years age group. The childminder is also registered on the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

The childminder is a member of the local childminding network. The family has a pet cat.

Overall effectiveness of the early years provision

The childminder successfully meets the children's individual needs through the implementation of secure policies and procedures which underpin her day to day practice. Her inclusive practice ensures all children receive equal opportunities throughout the setting, incorporating suitable activities, toys, equipment and discussions to promote knowledge and understanding of other race, cultures and disabilities. The well organised planning, observations and recording of each child's personal development and progress, enables each child to develop to their full potential. The childminder works well with parents, however, relationships with other providers are yet to be established.

What steps need to be taken to improve provision further?

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

- develop links with other providers delivering the Early Years Foundation Stage to ensure children's progression and continuity of learning and care.

The leadership and management of the early years provision

The childminder has a well organised portfolio of informative, well-written policies and procedures. These are shared with parents at the start of the placement and inform them of the daily practice in a clear and well written format. The childminder has a sound knowledge and understanding of child development, incorporating this into her Early Years Foundation Stage programme. A balanced range of adult-led and child-led activities, relevant to the children's individual needs, enable children to develop their confidence and self-esteem as they try new activities and experiences. Children's individual needs are fully incorporated into the childminder's day. For example, sleep and rest patterns are considered when

planning outings or visiting parent and toddler groups. Every child has a suitable seat for eating at the table or participating in messy activities, ensuring they are fully included at all times. The childminder knows all the children well and has begun to record relevant observations of them as they play and talk to her. She uses her weekly observations to plan and develop a suitable programme of activities for each child, enabling them to progress to the next stage of development.

There are good daily communications with parents. She keeps them updated about their child's day to day care through written records and verbal daily discussion. The childminder implements appropriate safeguarding procedures, ensuring the safety of every child in her care. The childminder has begun to reflect on her practice and has identified some of her strengths and areas for improvement which are revealed on her self-evaluation form. For example, she has identified child protection training as a priority for this years and to further develop observations of children. Although the childminder accepts the need to develop links with other provides she has yet to establish this to fully ensure continuity in children's learning.

The quality and standards of the early years provision

Children settle quickly, developing a good relationship with the childminder. They are supported in their learning and development by a childminder who is keen to interact and help them in their chosen activities. The children freely access a well-organised, wide range of interesting toys, activities and equipment which is appropriate to their individual developmental needs. A detailed, well-organised programme of activities is provided, which is tailored around the individual needs of every child attending and provides challenging and interesting activities for all the children every day. The childminder's main aim is to make learning enjoyable and creates opportunities that takes into account the interests of the children, as well as enabling her to respond to children's spontaneity.

Children and the childminder sit enjoying looking through books, colouring and creating simple patterns using peg boards. Children enjoy participating in activities. For example, they work on the computer printing off popular characters and then create finger puppets from them. Children have many opportunities to be creative and there are lots of examples of past creations displayed throughout the home. They have made penguin mobiles and made hedgehogs from their hand prints which are taken home or put into their scrap books, making them feel their work is valued.

Children are extremely settled and confident in the childminder's home. They move around freely, making choices about where and with what to play. For example, in free play, children choose between the lounge and kitchen as their games with dressing up clothes and building blocks develop. Children show great enthusiasm for the toys and resources available and readily approach the childminder for assistance or if they want a particular toy.

Children learn good social skills because the childminder constantly talks with them, encouraging positive behaviour by giving appropriate praise. They are

encouraged to be independent and develop self-help skills as they sit at the table and choose which fruit they want from the choice available at snack time. The childminder ensures children have plenty of fresh air, either playing in the garden or by visiting the local park where they can enjoy more open space and the swings. Children's understanding of safety is promoted well as clear risk assessments ensure the safety of the children at home and on outings. Children are developing an understanding of how to keep themselves safe as they know they must stay close to the childminder when they are out and about away from the home. They explore their surroundings in safety as the childminder recognises the potential hazards in her home and garden, minimising these to prevent accidents. Children are included in fire evacuation plans so they learn not to panic in the event of an emergency. The childminder also makes children aware of their own safety in their daily routines. This is by gentle repetition for younger children and more in depth explanation for older children, especially when on outings.

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

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

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

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

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.