

Inspection report for early years provision

| | |
|--------------------------------|--------------|
| Unique reference number | 311702 |
| Inspection date | 20/11/2008 |
| Inspector | Julie Larner |
| 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 lives in Ryton, Gateshead with her husband and their two children. All facilities for childminding are provided on the ground floor. An enclosed garden is available for outdoor play. The childminder is registered to care for five children under eight years. There are currently two children attending in the early years age range, both of whom attend on a part-time basis. The childminder is also registered on the compulsory and voluntary Childcare Register. The family has three cats and two rabbits.

Overall effectiveness of the early years provision

The childminder successfully recognises children's interests; she provides a range of worthwhile play opportunities that they relish. The children are at the forefront of everything the childminder does which ensures they feel valued, relaxed and very secure in her care. She successfully ensures that all children are valued and included to provide routines and play opportunities that meet all of the children's individual needs. They begin to learn about diversity through accessible resources, which helps them to build an understanding and respect for others. Paperwork to maintain the successful organisation of the setting is mainly in place, however, the self-assessment of the service the childminder provides lacks focus on how to improve.

What steps need to be taken to improve provision further?

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

- ensure planning provides opportunities for children to extend their knowledge and skills in all areas of learning
- develop systems to further improve self assessment to ensure this is focused on improving outcomes for children.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure written risk assessments include all areas of the premises, for example, outdoor play space and also outings. (Safeguarding and promoting children's welfare)

11/12/2008

The leadership and management of the early years provision

Children are safe and well protected in the childminder's care as she follows consistent procedures and has equipment in place to ensure they can move around the setting safely. Written risk assessments contribute to extending children's safety, however, these do not cover all areas, such as the outdoor area or outings,

meaning a requirement has not been fully met. A good knowledge of safeguarding means the childminder is able to identify concerns as she updates her training on child protection issues to ensure this is current.

The childminder successfully works in partnership with parents to ensure she has a full, comprehensive picture of each child's needs. She maintains an effective two-way flow of information to ensure parents are comprehensively involved. Through daily discussions and sharing observations about the children's achievements, parents are involved and valued by the childminder. She has developed systems to ensure she establishes effective partnerships with others involved in promoting children's development. She engages in daily discussions with teachers when she collects children from school and helps children with their homework.

The childminder extends her learning and develops her practice by attending relevant courses. She is gaining a good understanding of the learning and development requirements. Successfully putting this into practice enables her to create a picture of children's individual development. However, the ability to consider what she does well and areas to improve are unclear and not sufficiently focused.

The quality and standards of the early years provision

Children are happy and comfortable in the setting. They are cared for by a childminder who recognises their uniqueness. Children confidently approach the childminder and evidently enjoy being in her care as they enjoy reading stories together. The childminder responds to children's needs quickly and instinctively as she knows the children very well; she provides reassurance and comfort which helps to develop strong bonds and to raise their self-confidence.

Opportunities for children to develop their creativity are very good as they use their imagination, enjoy singing, and happily play musical instruments. The childminder supports and responds well to this as she provides a wide and varied selection of toys and equipment, such as dressing up clothes and sings action songs which children love joining in with.

Children make good progress with the childminder and she successfully encourages the next steps in their development through observations about what they can do. She follows flexible daily routines to suit the children's individual needs; however, planning to ensure children have opportunities to progress in all areas of learning is not sufficiently robust.

Children's well-being and good health is promoted successfully. They benefit from foods primarily that meet their dietary requirements whilst the childminder also encourages a healthy diet. Children have many opportunities to be physically active on a daily basis as they visit soft play areas, parks or enjoy playing with a good range of equipment in the garden. They begin to learn about how to keep themselves safe both on outings and indoors as the childminder helps them to learn about safety through general discussions, teaching them about road safety.

Children are gaining good skills to become independent, as they are encouraged to try simple tasks such as putting on their coats and shoes. The organisation of the environment further contributes to developing these skills as children select from a good range of easily accessible toys meaning they make choices and decisions easily. Children behave very well in the setting as they learn from the childminder who acts as a positive role model. Many conversations help to develop children's communication and language as the childminder talks to them about what they are doing and extend their learning through successful questions. Children use numbers and counting in their everyday play as the childminder effectively supports them.

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? | 3 |
| 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 |
|---|-----|

| | |
|--|-----|
| 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

Since the previous inspection there have been no complaints to report that required the provider or Ofsted to take any action.

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.