

Inspection report for early years provision

Unique reference number	311796
Inspection date	09/10/2008
Inspector	Lynne Pope
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 1989. She lives with her husband and two adult children in a residential area of Gateshead. The childminder's home is accessed by a step at the gate and one into the house. The whole of the ground floor and the first floor bathroom of her home are used for childminding. She is registered on the Early Years, Childcare and Voluntary Childcare Registers. She is registered to care for a maximum of six children aged under eight years and also cares for children aged over eight years. The childminder cares for children Monday to Friday from 07.30 to 17.30 for 48 weeks of the year. She takes and collects children from the local school and attends the local parent and toddler group. The childminder holds a current paediatric first aid certificate.

Overall effectiveness of the early years provision

The childminder is committed to the active participation of children and parents to ensure children's individual needs are met. Children are gradually introduced to the childminder's care through several short visits. This results in her developing a very good knowledge of individual children's needs. Activities and assessments are based on the individual child, which ensures that they enjoy their time at the setting and make good progress in their learning and development. Good links have been developed with parents, which ensure that they are kept well informed about their child's progress.

What steps need to be taken to improve provision further?

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

- develop written risk assessments further to include the back yard, garden across the road and any outings
- develop observations further so that it is clear what children gain from the activity and the learning goal the next step will cover
- evaluate the provision further to identify the strengths of the provision and any areas for improvement.

The leadership and management of the early years provision

The childminder has identified and attended training courses to increase her knowledge of good quality care and education for children. For example, she has attended courses on 'enabling environments', and the 'Early Years Foundation Stage', which has helped her to reflect on the service she provides. As a result, she has made improvements to the way she plans activities for the individual child. However, she has not considered what her current strengths are and if there are any areas that could be improved on further. The childminder is well organised and provides a warm, welcoming environment which helps children to feel secure and valued. A written risk assessment highlights possible hazards for children within

the home. However, it does not cover outdoor play or outings. Smoke detectors are checked on a weekly basis and children have practised how they would evacuate the home in an emergency. They begin to develop an awareness of how to keep themselves safe through the sensitive guidance and instructions provided by the childminder. All necessary records and consents are in place to protect the welfare of the child.

Recommendations made at the last inspection have been addressed. For example, written policies and procedures have been developed by the childminder. They are shared with parents so that they have a good understanding of how the provision operates. She demonstrates a good knowledge of how she puts them into practice. For example, if she should have a safeguarding children concern. Parents are welcomed and valued in the setting. Good communication shows them what their child has been doing and achieving. They have opportunities through regular questionnaires to express their views on the provision and through daily conversations with the childminder. Through letters provided at the inspection, they all expressed their satisfaction with the standard of care and education of their child.

The quality and standards of the early years provision

Children's learning and development is supported very effectively. The childminder has a good understanding of child development and the Early Years Foundation Stage, which is implemented well into her everyday practice. There is a good balance of planned and child initiated activities. This enables children to be challenged and to have some independence and control over their learning, which keeps their interest. Children thoroughly enjoy the time they spend with the childminder and thrive in the stimulating and caring environment. Observation and assessment is becoming established to ensure that the individual child achieves as much as they can. Written observations note what children have been learning and what the childminder will do next with the child. However, they do not directly link into the learning goals.

Resources are frequently changed to keep children's interest. The childminder consults children about what they would like out the following day. They are set out in the living room where children can make their own choices, developing their independence. For example, children requested that the doctor's kit and dressing up clothes were put out. They used their imagination really well as they pretended to be the doctor examining the patient who was poorly. Children's knowledge and understanding of a wider world is developed really well. Their questions are answered sensitively as they show great curiosity about things that happen in everyday life. For example, how they would feel in certain circumstances. They learn about the needs of people with learning difficulties and disabilities as they visit a care home. Many outings are made into the local environment where they learn to mix with other children and adults. For example, they visit the park, soft play, toddlers, art galleries and museums.

Good procedures are in place to minimise the spread of infection and promote

children's health and well-being. The childminder has a good understanding of the importance of providing a healthy and balanced diet

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.	Satisfactory

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?	Satisfactory
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
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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.