

Inspection report for early years provision

Unique reference number	506940
Inspection date	02/02/2009
Inspector	Sharon, Amelia Robson
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 four children aged 21, 15, 12 and eight years. They live in a residential area of Alnwick, Northumberland, which is close to local schools, parks and transport links. Children have access to the whole of the ground floor, including a ground floor toilet. There is access to an enclosed rear garden for outdoor play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. At present she is caring for four children on a part-time basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides children with excellent support to enable them to make very good progress in their learning and development. She is committed to providing children with an inclusive environment, where they are valued and respected, and where every child's individual needs are met. Children are also encouraged to develop a positive attitude to difference and diversity. Children experience an extremely wide range of exciting activities, which take into account their likes, interests and specific needs. The childminder has a very good capacity to improve the service she provides, as she evaluates her practice, including reviewing and updating her detailed policies and procedures, and by completing her self-evaluation form. She has put into place comprehensive and detailed written observation, monitoring and assessment procedures and has begun to put into place procedures to make links with other services used by the minded children.

What steps need to be taken to improve provision further?

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

- expand resources promoting positive attitudes towards disability.

The leadership and management of the early years provision

Children are safeguarded effectively, as detailed written policies and procedures are in place, including written parental consents for seeking emergency treatment and administering medication. All policies and procedures are reviewed and updated and all documentation and records are very well organised and confidentially maintained. Children's safety is given high priority, as risk assessments are very detailed and take into account both the indoor and outdoor environment, including outings and transportation in the childminder's car. These are updated as and when necessary. The childminder has a very good understanding of her role in safeguarding children in her care; she has recently completed relevant training, and has comprehensive policies and procedures in place which she shares with parents.

The childminder is very proactive in ensuring her knowledge regarding children's learning and development is sound and, as a result, she has attended relevant training courses to enhance this. She has a very good understanding of the Early Years Foundation Stage (EYFS) and has taken time to complete her self-assessment in order to help her to develop her strengths and identify any weaknesses.

Partnership with parents is very strong, as the childminder respects their wishes and keeps them well informed about all aspects of their children's developments and achievements. Detailed information from parents is used appropriately in planning and to ensure children's individual needs are being met. The childminder also provides parents with details of her plans for each term and a written report to keep them informed of their child's progress. Daily discussions with parents and access to their children's files enable them to support their children's learning and development at home. The childminder has begun to put into place procedures for making links with other services used by the minded children.

The quality and standards of the early years provision

The childminder has excellent systems in place to ensure children make good progress across all areas of learning. She has comprehensive observation and assessment records to monitor and record children progress, which are linked to the EYFS and used to identify their next steps of learning. She plans and adapts activities according to children's individual needs and to ensure each child reaches their full potential. Detailed plans are in place to allow the childminder to ensure activities and outings meet children's individual needs and interests. Children are able to make their own choices, as there is a very good balance between adult-led and child-led activities. The childminder interacts extremely well with the children, ensuring she takes every opportunity to help children to learn and develop their skills. For example, when the older child was playing with role play kitchen and foods, the childminder was asked them to name the foods, what colour they were and if they liked them.

Children make very good progress in their social skills, as they have regular opportunities to attend local soft play and music groups. They also regularly participate in outdoor activities, including visits to the park, as well as using the well resourced outdoor space. Children also have opportunities to visit local shops, including the post office, and have regular walks in the community. The childminder ensures all children have the opportunity to use her computer, playing with the keyboard and mouse. Resources, such as books, dressing up clothes, dolls and musical instruments allow children to learn about the wider world; they also celebrate cultural festivals and events. For example, the children participated in art and craft activities linked to the Chinese New Year and had a display of the things they had made, including their dragons. Children are able to watch programmes about disabilities; however, other resources promoting positive attitudes towards disability are limited.

Good health and well-being are promoted well, as the childminder uses the

detailed information on children's dietary and health needs appropriately. There are comprehensive written health and welfare policies and procedures in place, including a detailed sick child policy, all of which are shared with parents. Hygiene is promoted as children are encouraged to wash their hands at appropriate times and use their individual towels. Healthy snacks are provided and the childminder takes opportunities to talk to children about healthy eating and foods that are good for us. Children have a good knowledge of safety while in the home and when on outings with the childminder, and she takes time to discuss how to cross the road safely and uses appropriate restraints when transporting children in her vehicle.

Children are very happy and settled in the childminder's home. She is very responsive, kind and patient with the minded children. They are very well behaved, have good manners and respond well to the childminder's routines and boundaries. They are happy to help with tidying up and respond very well to praise and encouragement.

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?	1
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?	1
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

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.