

Inspection report for early years provision

Unique reference number	EY295712
Inspection date	17/03/2009
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 2004. She lives with her husband and two children aged 11 and seven years in the Kenton area of Newcastle. Their home is situated close to transport links, schools, nursery and parks and is accessed by a number of steps. The whole of the ground floor and upstairs toilet are used for childminding. There is a fully enclosed rear garden available for outdoor play. The family have a dog.

The childminder works with her assistant and is registered to care for five children at any one time. There are currently eight children on roll of whom six are in the early age range. The childminder is also registered on the compulsory and voluntary part of the Childcare Register. She is a member of the local childminding network.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder is passionate about children's well-being and learning and knows the children in her care extremely well. She provides an excellent range of resources and activities, implementing the Early Years Foundation Stage framework (EYFS) very effectively in order to meet children's individual needs and interests. This ensures that all children make excellent progress in their learning and development. The childminder is very proactive in evaluating her practice which leads to continued improvement of the service she provides. Partnership with parents and other providers successfully support children's development and continuity in their care.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further develop the system of observations to include links to the areas of learning.

The leadership and management of the early years provision

The childminder and her assistant demonstrate that they are totally committed to offering a high quality service. The childminder is pro-active in her attempt to gain knowledge and sources information using various methods as well as accessing training. For instance, she has completed a National Vocational Qualification at level 3, a Home based Childcare Diploma and attended many other short term courses. The childminder has a wealth of fully detailed documentation readily available, and where appropriate shares this with parents. The home is totally child orientated and enables children to have space to play and relax. Highly effective safety practices, such as regular fire drills, locking external doors, recording visitors

and undertaking detailed risk assessments, create an environment where children's safety is of paramount importance.

The excellent partnership with parents and other providers contributes significantly to the children's care and well-being. Written feedback from parents and from the children demonstrates their high regard for the childminder's practice and her skills in caring exceptionally well for them. The childminder gathers and shares extensive information with parents, including daily diaries for each child, photographs, art work and other evidence of progress so that parents are well informed and included in their child's achievements and progress. She is extremely proactive in evaluating and monitoring the effectiveness of her provision, this includes consulting with parents and children through questionnaires, and demonstrates a keen commitment to the continuous improvement of her provision. Alongside her assistant they are always looking to where improvements can be made, and the capacity for carrying these through is outstanding. As a result areas identified for improvements are already underway. For example, a new room is being built to enable children to have more play space and the plans for the garden are innovative and exciting.

Children's welfare is fully safeguarded. The childminder has excellent knowledge and understanding of the different types and possible signs of abuse. She knows the procedure to be followed if she has concerns, including contact details of the relevant agencies. There is a safeguarding policy in place which informs parents of her role and responsibilities and this is shared with parents.

The quality and standards of the early years provision

Children thoroughly enjoy their time with the childminder and her assistant and have established warm and affectionate relationships with them. The childminder has an exceptional understanding of child development and confidently implements the EYFS framework to plan for children's play, which enables her to offer flexible, high quality care, which is tailored to each child. Detailed observations and ongoing assessments identify what children can do and what they need to do to progress in their learning. Although it is clear the childminder fully understands and covers all areas of learning, reference is not made to the areas within the observational records. Children are offered an extensive variety of activities which contributes to their imaginative, physical, creative and language skills, such as role play, drawing, construction, garden games and listening to stories and music. Fully involved in the children's activities, the childminder helps and encourages children to move onto different activities when appropriate, so that they are fully occupied and remain interested, stimulated and challenged. The use of open-ended questions by the childminder encourages children to think and respond. Children take pride in their achievements, with their work attractively displayed around the home and photographs of outings for them to reflect upon. The way children are looked after and cared for is exemplary. They are constantly reassured and encouraged, which increases their confidence and sense of security.

A range of fun and exciting activities encourage children to develop an understanding of all aspects of society and thus supplement their learning. Posters,

jigsaws and bright colourful books show the children vibrant images of other aspects of diversity. Children know how fruit and vegetables grow as they plant and water their tomatoes, sunflowers and potatoes. Children gain exercise and fresh air from outdoor play in the garden, going on walks to local parks, visiting places of interest, as well as their walk to and from school. Alongside the encouragement and support of the childminder with regards to outdoor play this helps to instil a positive attitude in children that keeping fit and healthy can also be fun. Children learn about number, size, matching and colour through spontaneous activities, such as sorting the dolls clothes, completing puzzles and singing songs. Babies and toddlers learn effectively because of high levels of care and often, one-to-one attention. For example, a very young baby becomes enthralled as the childminder's assistant sings and plays the guitar to him.

Very good, clear and consistent behaviour management strategies enable children to develop good self-esteem and behave well. The childminder has high expectations and sets consistent boundaries which help children to take responsibility for their own behaviour and negotiate with others. Younger children are able to develop a very good understanding of responsible behaviour as the childminder focuses on positive aspects of their behaviour. Good manners and politeness are given very good priority. Consequently, even the youngest children make appropriate use of conventions, such as please and thank you. Children benefit from a healthy diet, which includes good quality foods, such as fresh fruit and vegetables, some of which the children grow themselves. All children's health and well-being is extremely well promoted. The children develop and recognise the importance of hygiene because of the consistent routines and because the childminder takes time to explain the importance to them from a young age.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

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?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.