

Inspection report for early years provision

Unique reference number	309966
Inspection date	26/11/2008
Inspector	Andrea, Jane Lockyer
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 2002. She lives with her husband and adult daughter. They live in a house in the Wideopen area of Newcastle upon Tyne. Local amenities and public transport systems are in place. The whole of the ground floor area is used for childminding purposes. Access to the first floor is restricted to the use of the bathroom. There is a safe and secure rear garden available for outdoor play. The family have tropical fish as pets. The childminder is currently caring for five children. All attend on a part time basis and one is aged over eight years old. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association and receives support and training opportunities from the local authority.

Overall effectiveness of the early years provision

The childminder provides a caring, stimulating and welcoming environment for children and their families where they feel secure, valued and included. Children are provided with a wide range of learning experiences, that promotes and enhances their individual development and learning skills. Good systems are in place for planning, observations and assessments, but are not yet fully developed to improve outcomes for children. Strong relationships with parents and other agencies, helps the childminder to continue to meet the changing needs of the children she is caring for. The childminder uses good systems to monitor her practice and make continual improvements.

What steps need to be taken to improve provision further?

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

- improve children's awareness of fire safety by carrying out fire drills with them
- continue to develop observations and assessments of children's progress to use effectively with planning to improve outcomes for children.

The leadership and management of the early years provision

An extensive range of good written policies and procedures are effectively implemented. They underpin the good quality care provided and enhance all aspects of children's care, welfare and learning. Strong emphasis is placed on children's safety. A comprehensive risk assessment is used to ensure children's safety, both within the home environment and on outings. The childminder has a clear understanding of child protection issues, to ensure children's welfare is safeguarded and promoted. Good health and hygiene procedures followed by the childminder, results in children being protected from illness and the spread of infection. Good systems are in place for the administration of medication and

recording of accidents.

The childminder works closely with parents. They share their knowledge of the children, to ensure that children's needs are met as fully as possible. Parents are provided with a comprehensive information package, which keeps them very well informed of all aspects of the childminding practice and the care, welfare and learning of their children. The childminder is developing good links with the local nursery school, where children attend. She is able to support and continue children's learning in the home environment. Parent's written comments state that they are very happy with the care their children are receiving and they value the professional, friendly, working relationship they have with the childminder.

The childminder is fully committed to improving her practice. She has attended a wide variety of training courses, to develop her skills and knowledge to promote children's care and learning. She uses various media, to research new, interesting and stimulating activities and experiences for children. As well as this, the childminder is developing how she can more effectively use her planning, observations and assessments of children and devising questionnaires for parents. All recommendations from the last inspection have been met.

The quality and standards of the early years provision

Children enjoy affectionate, sensitive and caring relationships with the childminder and each other. They are developing good levels of self esteem, confidence and trust. Children are very settled and happily sing to themselves as they play. All children eagerly engage in a wide variety of stimulating and fun activities, which are age appropriate and cover all areas of learning. They enjoy developing their imaginations and role play skills, as they dress up, use dolls, domestic resources and small world figures. They practice their self care skills, as they put their own coats and shoes on and learn how to use cutlery at meal times. The childminder interacts very well with children engaging them in conversation, asking open questions to make them think and develop their language skills. She introduces numeracy, colour and shape through everyday experiences, such as counting the stairs, using shape sorters and playing 'five a day bingo'. Children have good opportunities to develop their creative skills. They enjoy making hedgehogs from leaves, experimenting with different painting techniques and making models from everyday materials. The well organised environment provides children with good, clear floor space, to enable them to move around freely. There is a wide selection of developmentally appropriate toys and resources available for the children, which they access independently, giving them scope to initiate and extend their own play and learning. Sensitive discussions and a wide range of resources and play materials, increases children's awareness of diversity and respect for others. They enjoy celebrating different cultural festivals and tasting different foods.

The childminder plans activities well to ensure all children are able to join in. She takes account of children's individual abilities and interests and adapts activities to meet their needs. The childminder has a high level of awareness of children's developmental stages and interests. She uses this knowledge well, to plan a good balance of adult and child led activities. The childminder has good knowledge of

the early learning goals and plans of activities are linked to the stepping stones, to ensure all areas are covered. She makes good observations and records children's progress in individual files. Children are making good progress. However plans, observations and assessments are not yet fully developed, to effectively improve outcomes for children.

Children are developing a good understanding of how to lead a healthy lifestyle. They help to wash toys and dishes, clean their teeth, use their own towels after washing their hands, help to make their own snacks, such as fruit salads, homemade pizzas, spider shaped sandwiches and help to buy fresh fruit and vegetables. The childminder encourages children to follow good safety procedures. They cross roads safely, hold on up and downstairs and help to pick up toys. Sensitive discussions helps children to be aware of the dangers of strangers. They enjoyed a recent trip to explore a fire engine and to learn about fire safety. However, the childminder does not practice fire drills with children. Regular daily opportunities for physical play indoors and outdoors, helps children to enjoy exercise and to develop new skills and healthy bodies. They take part in a wide range of fun activities, such as planting flowers, gardening, playing badminton, skipping, dancing, using slides, scooters, tricycles and playing ball games. Children also benefit from daily walks and going on regular outings to places of interest, such as the beach, farms, the library and going to nature parks, to explore the natural environment and wildlife, which stimulates their interest in the wider world. Children are encouraged to behave well, the childminder supports sharing, taking turns, showing care for one another and organises games and activities, where children need to work together.

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
---	-----

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.