

Inspection report for early years provision

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| Unique reference number | 309996 |
| Inspection date | 17/03/2009 |
| 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 has been registered since 2000. She lives with her husband and two children aged 12 and 15 years, they live in a residential area of Wideopen, Newcastle upon Tyne. The property is within walking distance to local schools, toddler groups, parks and public transport links. Children have access to the whole of the ground floor and the first floor bathroom and front bedroom. There is an enclosed rear garden available for outdoor play. The childminder is registered to care for a maximum of six children under eight years and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has seven children on roll, four of which are in the early years range.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder is supportive in helping children make good progress in their learning and development. She is committed to providing an inclusive environment where all children have their individual needs met. She provides children with a positive role model and helps them to develop positive attitudes towards diversity and difference. Children experience a very good range of stimulating activities, which take into account children's specific needs and interests. The childminder has a very good capacity to improve the service she provides, and has procedures and records in place to observe and assess children's development and progress. She has made good 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:

- ensure there is a clear procedure for children who are ill or infectious
- ensure all children have opportunities to access communication technology resources.

The leadership and management of the early years provision

Written policies and procedures are in place, including relevant parental consents, ensuring children are safeguarded appropriately, however, the procedure for children with an illness or infection is not fully clear. All documentation and records are well organised and confidentially maintained. Children's safety is given high priority as they are supervised at all times. Risk assessments are in place to look at potential hazards, taking into account both the indoor and outdoor environment, which ensures hazards for children are minimised. The childminder has attended a number of child protection courses and as a result she has a secure knowledge and understanding of her role in ensuring children in her care are safeguarded.

The childminder is very proactive in ensuring her knowledge regarding children's

learning and development is sound and has attended a number of relevant courses and workshops to enhance this. She has good knowledge of the Early Years Foundation Stage (EYFS), and has completed her self-assessment in order to develop her strengths and identify any weaknesses.

Partnerships with parents are very good, as the childminder values their contributions and keeps them well informed about all aspects of their children's development and achievements. She has very positive written comments from parents about the care she is providing and the progress their children have made. She uses information from parents to ensure she provides children with appropriate learning opportunities that meet their individual needs and takes time to discuss children's starting points at the onset of a placements and during introductory visits. Children's developments books, daily diaries and photographs are shared with parents, alongside discussions about activities, topics and outings that children are involved in. The childminder has made very good links with other services used by the minded children, for example, she has details of the local nursery's plans and themes for the next term and is also using their phonics programme with nursery aged children in her care.

The quality and standards of the early years provision

The childminder has good systems in place to ensure children make good progress across all areas of learning. She uses written observation and assessment records which are linked to the EYFS to monitor and record children's progress. She plans and adapts activities according to children's individual needs. Flexible weekly plans are in place to allow the childminder to respond to children's interests and to ensure they are happy and engaged in their learning and play. Children are able to make their own choices, as there is a good balance between adult-led and child initiated activities. The childminder interacts well with the children, as she spends time playing with them and ensuring she takes opportunities to help them develop their skills and learning. For example, while children were playing with the 'play food', she asked the children to name fruits and vegetables and asked what colours they were.

Children make good progress in their social skills and building their confidence as they have regular opportunities to visit local toddler groups. They also participate in outdoor and physical activities regularly, including visits to the park and the local nature reserve, as well as using the well resourced garden. Children visit the library and are able to choose their own books, older children use the computers, however, younger children do not have these opportunities at present. Children have access to a range of books and resources that show positive images of diversity and difference. As well as celebrating cultural festivals and events, for example, the children were making St Patrick's day cards.

Good health and well-being are promoted as the childminder uses her detailed information on children's individual needs appropriately. There are written health and welfare policies and procedures in place, all of which are shared with parents. Hygiene procedures are promoted and each child has their own face cloth and towel, and the childminder talks to the children about when and why they need to

wash their hands. Healthy and nutritious meals and snacks are provided and children have opportunities to visit the shops to choose healthy foods for mealtimes, for example, an outing was planned so children could buy vegetables for their St Patrick's day meal. Children have good knowledge of safety both in the home and the childminder talks to children about road safety when out and about with the children. They also wear identity 'bracelets' when they go on outings.

Children are very happy and settled in the childminder's home. She is very responsive to their needs and ensures they feel comfortable and secure while in her care. Children behave very well, have very 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 from the childminder.

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

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| 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

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| 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

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| 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? | 3 |

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

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| 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 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.