

Inspection report for early years provision

Unique reference number	310119
Inspection date	13/01/2009
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 1992. She lives in a house with her husband and two adult children, in the Wideopen area of North Tyneside. Local amenities and public transport systems are within walking distance. 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 enclosed rear garden available for outdoor play. There are no pets. The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is currently caring for four children in the early years age range.

The childminder has a recognised childcare qualification to National Vocational Qualification at level 3, and has attained the Quality First Award to level three. 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 fun, nurturing and welcoming environment, in which all children and their families feel valued, fully included and secure. Strong and trusting partnerships with parents ensure that the childminder knows all the children she cares for exceedingly well. This means that individual children's learning, development, care and welfare are supported extremely well. The childminder is committed to improving her practice, which she does through training and a variety of research materials. Good systems are used effectively to continually monitor and evaluate her practice to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- consider developing a clearer system for recording children's progress so that it is easier for parents to track their children's progress through the early learning goals.

The leadership and management of the early years provision

All documentation, including a comprehensive range of policies and procedures, effectively promotes children's health, safety and welfare and ensures children's individual needs are met extremely well. The risk of accidents is minimised because efficient safety procedures and risk assessments are carried out, both within the setting and on outings. These ensure that children are able to move around freely, safely and independently. The childminder achieves a good balance between freedom and setting safe limits. Children are well protected from possible abuse or neglect because the childminder is secure in her knowledge of child protection issues and procedures, in line with the Local Safeguarding Children

Board's guidelines.

Strong partnerships with parents actively contribute to children's well-being. Parents' views about their children's needs, interests and abilities are actively sought before the child starts, and this continues on a regular basis throughout their time there. Comprehensive progress files, photographic books and daily verbal communication with parents ensure that they are kept very well informed about their children's progress, care, welfare and learning. The childminder informs parents about all aspects of her practice by providing them with a comprehensive information package. Written comments from parents show that they are very happy with the care their children receive and the progress they make. Effective links have been made with the local nursery school that the children attend or will attend. This enables the childminder to continue to support children's learning in the home environment and provide a smooth transition into nursery.

The childminder is committed to continual improvement. She evaluates her practice effectively and actively seeks parents' views through questionnaires to make improvements. She has clearly identified areas that she wishes to develop to improve outcomes for children. All recommendations from the previous inspection have been addressed. The childminder is committed to providing an inclusive practice to ensure all children can achieve regardless of background.

The quality and standards of the early years provision

Children thoroughly enjoy their time with the childminder. She knows them extremely well and inspires them with her own enthusiasm. They enjoy sensitive, caring and affectionate relationships with the childminder. This means that children are developing high levels of self-esteem and becoming extremely confident and self-assured. They engage eagerly in an extensive range of stimulating and enjoyable activities, such as going on a colour treasure hunt, acting out stories and having a pirate day where they made a pirate ship from large boxes and dressed up as pirates.

Flexible activities, themes and outings are planned in advance and are extremely well thought out, taking into account children's individual developmental stages and their interests. They are purposeful and enhance all aspects of children's learning. For example, using weather charts and children's experiences of the outdoor environment to explore different kinds of weather, which incorporates many areas of learning. They enjoy themes, such as 'Me, Myself and I' where children learn about themselves, family and environment. The childminder actively seeks resources relating to individual children's interests, such as searching for a specific fish at aquatic centres that had featured in a cartoon film which a child had an interest in. Children are making very rapid progress towards the early learning goals because the childminder provides high quality learning experiences. She uses her excellent knowledge of individual children's developmental stages, alongside written observations and assessments, to effectively plan the next steps in their learning. Although written assessments of children's progress are highly comprehensive, they are not very easy for the reader to track children's progress through the early learning goals. However, the childminder does explain her

system to parents. The childminder skilfully incorporates mathematical concepts and extends communication, language and literacy skills through everyday situations; for example, books and songs are used to support a variety of learning experiences, and they count stairs and compare sizes of footprints children have made. The childminder encourages children to think about what they are doing, asks open questions, introduces descriptive language and actively engages them in conversation.

Children enjoy an excellent range of well planned, stimulating activities, which actively contributes to their physical skills and interest in the wider world. Each day there are interesting outdoor and indoor activities which help them to enjoy being active. For example, exploring the natural environment, going on nature trails, visiting the Rising Sun Country Park, creating obstacle courses and joining in games, such as mini Olympics.

Children make independent choices from the extensive range of good quality, easy accessible resources. Their artwork is displayed, giving them a sense of belonging, and pictures and posters are used to support their numeracy, communication, language and literacy skills. The childminder sensitively promotes children's understanding of diversity and respect for others through discussions about differences, using a wide selection of books, resources and activities, and by celebrating a range of cultural festivals.

Children enjoy a wealth of experiences that actively help them to learn about a healthy lifestyle and how to keep themselves safe. For example, they help to buy fresh produce, make fresh fruit smoothies and join in with healthy eating games. They visit the dentist and enjoy activities about oral hygiene. The childminder discusses with older children that their bodies belong to them and nobody has the right to touch or hurt them, which is also supported by a song about 'My Body'. Children are involved in fire drills, have visited the fire station and learn to keep themselves safe in everyday situations.

All children are valued and respected as individuals. The childminder has realistic expectations of children's behaviour and effectively implements a range of extremely good strategies which promote positive behaviour. This means that children develop a very good understanding of right and wrong and learn to respect and value each other. Children respond positively to meaningful praise and sensitive encouragement, which promotes their social skills, confidence and self-esteem. They willingly share activities and games, and help one another with activities. Children show care and consideration for each other and the childminder. They behave extremely well.

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?	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?	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?	2
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.