

Inspection report for early years provision

Unique reference number	309923
Inspection date	13/05/2009
Inspector	Kathleen Snowdon
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 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 1993. She lives with her husband and two children aged 13 and 17 in Benton, Newcastle upon Tyne. Her home is close to all facilities including local schools and nurseries and all rooms on the ground floor are used for childminding. There is a fully enclosed back garden for outdoor play.

The childminder is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of six children at any one time. Currently there are three children in the early years age group and one older child on roll. The childminder takes and collects children from local schools and nurseries.

Overall effectiveness of the early years provision

The quality of the provision is outstanding overall with exceptional regard given to the children's welfare. The childminder's in-depth knowledge of every child she cares for enables her to meet their individual needs in full. This highly inclusive approach helps children to make excellent progress in their learning and development. Partnership working is very good, including partnership with parents, which is excellent. Alongside effective self-evaluation and a strong commitment to further training, this produces very good scope for continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to take part in further training to develop professional practice.

The leadership and management of the early years provision

Documentation is impeccable. Records are extremely well organised, readily available and stored securely in a lockable file to protect confidentiality. All essential records and written policies are in place and details are amended as soon as changes occur to keep information up to date. The registration certificate is prominently displayed to allow scrutiny as is a fire evacuation plan to reassure parents about the measures to be taken in the event of an emergency.

Partnership with parents is excellent. Parents are given a full set of policies so they have insight into the childminder's work. Daily discussions keep parents fully informed about children's recent experiences. Their comments and observations about how their children are progressing are included in children's development files. Parents have great regard for the childminder. They state that she 'gives 100 per cent', 'has great patience' and describe her as 'thoughtful, highly responsible and wonderful'.

Links with other professionals are similarly good. The childminder reflects on her work and strives to improve her practice. She seeks the opinions of and works closely with speech therapists, peripatetic teachers and staff from nurseries and schools that the children attend. This, and her in-depth understanding of every child in her care, enables her to meet children's needs in full. As well as this, the childminder assesses her practice and is committed to further training; recent courses include a level three diploma in home based childminding and child protection.

Excellent priority is attached to safeguarding. The childminder's awareness of child protection issues is very good and makes a valuable contribution to children's safety and well-being. Thorough and well considered risk assessments minimise accidents indoors and out, while highly effective strategies teach children ways to stay safe and well. For example, the children practise road safety routines, take part in fire drills and wash their hands before eating.

The quality and standards of the early years provision

Exceptional regard is attached to children's welfare in general. The childminder takes a very active part in promoting their health. For example, she accompanies the children on hospital appointments and collaborates with parents and other professionals to give children the best possible start in life in relation to their individual starting points and abilities. She provides appetising meals, such as home-made soups and traditional roasts and plans energetic activities like swimming, factors which effectively promote children's physical development.

Children make excellent progress towards the early learning goals. The childminder is extremely supportive of the children. She observes and assesses their progress and uses this information and her understanding of their particular interests to plan further opportunities that challenge the children and help them take the next steps. As a result, the children enjoy a wide range of exciting activities that cover all areas of learning and offer them ample scope in which to have fun and enjoy themselves.

For example, they have tremendous fun playing 'crazy' golf outdoors, which helps them to develop good hand-eye coordination and dexterity. They enjoy short trips in and around the locality, such as when they go to garden centre, parks and the local library all of which helps them to appreciate their own community. As well as this, the children sow and nurture plants and they are becoming increasingly skilled at using the computer and other programmable items. These experiences promote children's knowledge and understanding of the world.

The children's communication, language and literacy skills are developing very well. They use talk to convey meaning and they lip-read to supplement their listening skills, the latter of which they use to great effect especially when listening to a well-told story. The children express their creativity in a range of activities that includes dancing, singing, cooking, model-making and construction. They also enjoy using musical instruments, to experiment with sound, tone and volume.

Sensitive guidance enables the children to behave acceptably and helps them to understand right from wrong. The childminder capitalises on real life situations and images depicted in resources like jigsaws, small world items and role play props to highlight important issues such as disability, ethnicity, culture and gender. This raises the children's awareness of diversity and helps them to form respectful views of difference. These positive early experiences allow children to flourish and to form sound, subsequent relationships.

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

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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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