

Inspection report for early years provision

Unique reference number	309946
Inspection date	29/06/2009
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 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 1993. She lives with her husband and 17 year old daughter in a residential area of Killingworth, North Tyneside. The property is within walking distance to local amenities, including schools, toddler groups, parks, library and transport links. Children have access to the whole of the ground floor, including a dedicated playroom and toilet, they also have access to the first floor bathroom and 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 currently has four children on roll in the early years range. She registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She has a level 3 childcare qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder is extremely supportive in helping children make progress in their learning and development. She is very committed to providing an inclusive environment where all minded children are valued and have their individual needs met. She provides a positive role model which encourages children to develop a positive attitude towards diversity and difference. Children experience a wide range of stimulating activities, all of which take into account their interests and specific needs. The childminder has a very good capacity to improve the service she provides, as she takes time to evaluate her practice and the service she provides. She has comprehensive written policies and procedures and has also put into place written observation, monitoring and assessment procedures. She has also completed her self-assessment.

What steps need to be taken to improve provision further?

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

- develop activities to promote information and communication technology.

The leadership and management of the early years provision

Effective written policies and procedures are in place, including appropriate parental consents, which ensures children are safeguarded. All documentation and records are very well organised and confidentially maintained. Children's safety is given high priority as detailed and comprehensive risk assessments are used. They take into account both the indoor and outdoor environment, including outings, ensuring hazards for children are minimised. The childminder has a very good understanding of her role in safeguarding children in her care. She has updated her child protection training, therefore ensuring her knowledge is up to date and sound. She has detailed policies and procedures in place regarding safeguarding, all of which are shared with parents.

The childminder is very proactive in ensuring her knowledge relating to childcare and children's learning and development is comprehensive and as a result she has attended a number of relevant courses to enhance this. She has very good knowledge of the Early Years Foundation Stage (EYFS) having completed a number of workshops relating to this. She has taken time to complete her self-evaluation in order to develop her strengths and identify any weaknesses.

Partnership with parents is very strong, as the childminder values their contributions and input. For example, at the onset of a placement the childminder shares her written policies and procedures with parents and gives them a questionnaire to find out as much as she can about the child's individual needs and stages of development. She uses this information to ensure learning opportunities are provided to meet each child's specific needs, taking into account their likes and interests. Parents have access to their child's diary and work boxes, which include detailed observations, photographs and children's work. She also shares information with parents about topics and themes they are following and any planned outings. The childminder has made very good links with other services used by minded children.

The quality and standards of the early years provision

The childminder has very good systems in place to ensure children make good progress across all areas of learning. She uses detailed observation and assessment records which are linked to the EYFS to monitor and record children's progress and to identify their next steps of learning. She plans and adapts activities according to children's individual needs and to allow them to reach their full potential. Flexible written plans are in place to allow the childminder to respond to children's interests and to ensure children are happy and engaged in their learning and play. Older children are involved in making decisions about plans and activities. Children are encouraged to make their own choices, as there is a very good balance between child initiated and adult-led activities. The childminder interacts extremely well with the children, as she spends time playing with them, talking to them and helping them to develop their skills. For example, as two children played with cars on the car mat, she talked to them about the colours of their cars, how many they had of different colours. They also talked about the traffic lights and the children eagerly told her 'that red is for stop', she then asked if they knew what green was for, again they both wanted to let her know that it was for 'go'. The children then happily played together with their cars, happily sharing and taking turns and chatting to each other about where their cars were going and who was driving them.

Children make very good progress in their social skills, as they have regular opportunities to visit local toddler groups. They also regularly participate in a range of outdoor and physical activities, including visits to the park, soft play centre and the beach. They also use the very well resourced outdoor area and they have recently been planting vegetables, which they will be using in cookery sessions in the future. The childminder encourages all children to participate in these sessions and they have opportunities to make biscuits, pizza's and fruit kebabs. Children also make their own shopping lists and then visit the shops to buy their

ingredients. They have regular visits to the local library and have access to a very wide range of resources that show positive images of equality and diversity, including celebrating different festivals and cultural events. Children do have some access to the childminder's computer, using age appropriate programmes, however, this is not a regular activity.

Good health and well-being are promoted well, as the childminder uses her detailed information on children's dietary and health needs appropriately. There are comprehensive written health and welfare policies and procedures in place, including a detailed sick child policy, all of which are shared with parents. Hygiene procedures are promoted as children are encouraged to wash hands at appropriate times and the reasons for doing this are discussed with them. Very healthy and nutritious snacks and meals are provided and children are encouraged to make their own sandwiches, which is promoting independence and choice. The childminder spends time talking to children about safety, both in the home and when out and about. They have taken part in a 'beep beep' day, which promoted road safety. The childminder also provides children with books, posters, craft activities and songs all relating to safety.

Children are extremely happy and settled in the childminder's home. She is very responsive to their needs and ensures they feel comfortable, safe and secure while in her care. Children are extremely well behaved, have very good manners and are happy to share and take turns. They respond very well to the childminder's routines and boundaries, they happily help with tidying up and respond very well to all the praise and encouragement she gives them.

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

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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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