

Inspection report for early years provision

Unique reference number	311762
Inspection date	11/06/2009
Inspector	Janet Fairhurst
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 1996. She lives with her husband in the Crawcrook area of Gateshead. The family has one cat. The ground floor of the childminder's home is used for childminding and a secure enclosed garden is used for outdoor play activities. The premises are accessible via the front entrance with one step up into the porch. Local amenities include shops, schools and toddler groups.

The childminder may care for a maximum of six children at any one time. There are currently eleven children on roll of whom eight are within the early years age range. The provision is also registered on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and relaxed in the care of the childminder who engages well in their play. There is a good range of activities to help all children to learn and develop. Effective systems for assessing children's progress are in place to ensure learning takes place. Partnerships with parents are positive and ensure the childminder is able to meet the individual needs of all children effectively, although links with other providers are still to be developed. The childminder is aware of the strengths of her provision and her ongoing commitment results in continuous improvements which benefit the children.

What steps need to be taken to improve provision further?

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

- develop effective links with other providers, sharing relevant information with each other to ensure that continuity and consistency is achieved in children's learning and development.

The leadership and management of the early years provision

The home is organised well, providing a stimulating environment and there is a good range of resources which are easily accessible and allow children to make choices. The childminder has a clear knowledge of signs and symptoms that may alert to child abuse and fully understands the procedure for reporting any concerns with relevant guidance documents and contact details on file for the relevant agencies. This helps to ensure children are fully safeguarded. The childminder enables children to keep themselves safe as they learn about road safety when going out for walks.

Children are further protected through the consistent implementation of risk

assessments and the actions taken to identify and resolve potential risks. The childminder checks daily that the premises, equipment and toys are suitable and safe and that children are kept safe on local visits. The partnership with parents is strong, with the childminder informing parents of their child's day, through regular texts to let them know of any significant event or achievement and informal conversation when collecting their children. However, the links with other providers who also provide Early Years Foundation Stage (EYFS) are less robust, therefore continuity in their learning is not assured. The feedback from parents and children reflects their appreciation of the high standard of care.

Documentation is effective with accurate recording of accidents, medication and attendance in place. There are very detailed written policies and procedures in place to ensure all children are well cared for and these are shared with all parents. Since the last inspection she has improved children's safety as she practices the emergency evacuation procedure with children. She is committed to attending additional training and shares practices with other childminder's to further benefit the children. Children benefit from the inclusive service provided where everyone is made welcome.

The quality and standards of the early years provision

The childminder successfully meets children's care, learning and welfare needs because she has a secure understanding of the EYFS requirements. She recognises the uniqueness of each child and provides appropriate activities, which challenges them in their learning, enabling them to make good progress. The childminder has effective systems in place to observe and monitor their progress as records of development clearly reflect children's achievements and next steps. Each child has their own book where photographs, pictures and written observations of what children are learning are recorded and are successfully linked to each area of learning.

The childminder develops children's language skills through encouraging conversation about what they are doing. The love of books is fostered well as they are able to access a varied range and the childminder is keen to read to them adding to their enjoyment. All children are developing early writing skills through making marks with crayons and drawing. Spontaneous play is used to promote early number skills. For instance, they count the buttons they thread onto the laces and count how many bricks in the tower. Consequently, children are developing good learning skills for the future. Regular visits to toddler groups enable children to develop their social skills further which in turn promote their understanding of making a positive contribution to society. Children's creativity is well-planned for with opportunities for them to explore various resources such as paint and play dough. Their imaginative skills are also well promoted for example, one child found a set of traffic light in the small world box and used them to pretend to cross the road. The childminder used this opportunity to extend his play and learning talking about waiting of the 'green man' to show before they cross. Children are encouraged to learn and respect diversity through the increased range of resources such as books, puzzles and small world equipment. There are some interactive toys to help children develop a sound understanding of technology.

Whilst parents provide their children with the main meal of the day the childminder provides them with a healthy and varied range of snacks, such as fresh fruit and toast. Hygiene is very much promoted with effective nappy changing routines and the childminder gives good guidance to ensure children wash their hands before their meals and after each nappy change. Daily opportunities to be outside in the fresh air are provided with access to the garden and through visit to the local parks. Children have fun as they ride wheeled toys, climb and play ball games. This helps to develop their physical skills and a healthy lifestyle. Good guidance from the childminder helps children to learn how to stay safe. Children respond positively to the boundaries set, sitting on the chairs carefully and not climbing on the furniture. Behaviour is managed well with lots of praise given and children respond positively to the boundaries set during play and routines. Children gain in confidence and self-esteem through the high level of skill and experience of the childminder and the fun, affectionate and caring relationships established.

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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