

## Inspection report for early years provision

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<b>Unique reference number</b>	309889
<b>Inspection date</b>	02/04/2009
<b>Inspector</b>	Julie Larner
<b>Type of setting</b>	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 1995. She lives in Wellfield, close to Whitley Bay in North Tyneside with her husband and two children, aged 14 and 17 years.

The childminder is registered to care for six children under eight years. She is also registered on both the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll, all of whom attend on a part-time basis and four of whom are in the early years age range.

The whole of the ground floor is used for childminding and a bathroom on the first floor accessed by stairs. There is an enclosed garden available for outdoor play.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children are valued by the childminder for their own unique capabilities and achievements which helps them to develop a strong self image and contributes to raising their self worth. A strong determination by the childminder to attend specific courses that will benefit the care of the children ensures she maintains a strong capacity to improve her service. She plans to introduce methods of learning in her practice that she has previously seen provide a significantly positive impact on children's development.

The childminder has gained a clear understanding of the Early Years Foundation Stage meaning that she successfully guides and supports children's development with mainly effective assessment of their learning. A wealth of good quality toys and spontaneous conversations help children to begin to learn about diversity and develop a growing consideration for others.

## **What steps need to be taken to improve provision further?**

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

- devise systems to analyse observations to help plan 'what next' for individuals.

## **The leadership and management of the early years provision**

Children are cared for in an environment that is well organised by the childminder. She ensures that a range of high quality toys and equipment is easily accessible and safe. Regular risk assessments and a very consistent level of supervision ensure children remain safe in the childminder's care. The childminder supports children's emerging independence very well as she closely watches children who are becoming increasingly mobile as they explore the environment. The childminder organises space and resources well throughout the sessions as she

constantly assesses safety according to the ages and stage of development of each child. For example, she moves the home-made cardboard castle to make it more sturdy for younger children to pull themselves up on. The childminder shows a good understanding of child development, she watches and constantly observes the progress children make in their time with her.

Comprehensive information collected from parents ensures the childminder is very well informed about children's individual routines, interests and needs. This results in the childminder being able to provide experiences that suit children's individual care needs and engage the children in their play. She provides photographs to show parents what their children have been doing in their time with her and sends text messages during the day to reassure parents that their children have settled. The childminder links in effectively with other settings that children attend by obtaining newsletters to find out what children are doing.

Since the previous inspection the childminder has completed several courses to gain further knowledge and update her skills, which in turn, benefits the care of the children. Records and documentation contain the necessary details and are accurately maintained which contributes to further safeguarding the children's welfare.

## **The quality and standards of the early years provision**

Children have very positive relationships with the childminder as they approach her confidently for reassurance when they are upset. She provides a warm welcome for children who have woken up from their nap as she softly talks to them until they are fully awake, helping them to feel secure and comfortable. Children are constantly supported in their play and exploration as the childminder listens to what they want to do and helps them to set out equipment. The childminder promotes and extends children's learning highly successfully. She has extensive knowledge of each child's individual stage of development which means she can plan activities and play experiences that effectively match their development and encourage them to make further progress. Children are relaxed and settled in the childminder's care due to them being valued as individuals. They readily explore the environment as they move around to play with different toys and use equipment with their own ideas, which the childminder patiently supports as she watches younger children post balls under the settee.

Children are helped to remain safe in their environment with sensitive reminders from the childminder. She talks to them about basic road safety, which contributes to their understanding of how to keep themselves safe outside. Young children are beginning to understand about the differing needs of those younger than them as they helpfully tidy away toys and equipment after they have finished using them to ensure these do not pose a risk to babies. Children have daily opportunities to be physically active as they walk to and from school together and enjoy nature walks where they look at the animals and pick blackberries. Children gain and refine their physical skills with good quality equipment the childminder has in the setting as they like to jump up and down in time with a battery operated toy that bounces. Older children are learning about the benefits of a healthy lifestyle as they explore

and talk about foods that are good or bad for them as they cut pictures out of a magazine. A selection of chopped fresh fruits and easily accessible drinks means that children are nourished by food which contributes towards a healthy diet.

Children make good progress in their time with the childminder. The childminder considers each child's individual needs and organises her time to ensure these can be successfully met, for example, as she plans activities for older children while babies are sleeping. Some children are making exceptional progress towards the early learning goals in some areas of their learning. They very competently know about the sounds of letters at the beginning of words which the childminder encourages as she shows a tremendous amount of pride in their achievements. This encourages children and contributes towards raising their self esteem. The childminder places a high emphasis on encouraging children's creativity. A wealth of simple quality equipment, such as large cardboard boxes provides excellent opportunities for children to be imaginative as they make castles and bungalows that they decorate and use in their role play. The childminder uses simple systems to assess children's learning, such as photographs with captions saying what children have done, however, these are not linked to the areas of learning and do not identify the next steps in children's learning. The childminder uses her time effectively to ensure that the competing needs of different ages of children are successfully met. She ensures all children are equally valued and fully included as they listen to stories together on the settee and sit on the childminder's knee. The childminder thinks of ways that she can provide a secure environment for children who begin to attend her setting. She talks to parents about children's comforters and obtains equipment that children have in their own home, which helps provide a familiar place for them to settle and feel secure.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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](http://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.