

Inspection report for early years provision

Unique reference number	309968
Inspection date	06/05/2009
Inspector	Julie Larner
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 lives with her husband and three children aged 16, 13 and 11 years in Monkseaton, North Tyneside.

There are currently five children on roll, all of whom are in the early years range and attend on a part-time basis. Children have access to the whole of the ground floor, except the living room. There is an enclosed garden for outdoor play. The childminder has completed the Sure Start Quality First Scheme and an National Vocational Qualification (NVQ) level 3 in care, learning and development.

Overall effectiveness of the early years provision

Overall, the provision is good with many outstanding aspects. The childminder shows a committed and dedicated enthusiasm to her practice and has embraced the Early Years Foundation Stage, particularly the learning and development requirements resulting in children making rapid progress in their time with her. Good organisation of the childminder's time and resources mostly promotes children's independence successfully. An exceptional dedication to inclusion, throughout her practice, means that children feel highly valued and respected for their unique individual skills and abilities.

Children's welfare is safeguarded highly effectively, however, assessments of risks in the premises the childminder identifies for individual children are not always rigorous enough.

What steps need to be taken to improve provision further?

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

- ensure risks that are identified are sufficiently minimised
- organise storage to encourage children to become increasingly independent in selecting and carrying out activities, for example, by labelling boxes appropriately for to support younger children to make decisions.

The leadership and management of the early years provision

The childminder continuously maintains exceptional systems to inform parents about all aspects of her service. She keeps very thorough records about children's individual development and shares these regularly with parents so that they can contribute to them. Monthly newsletters ensure that parents are clearly informed of what the childminder is doing and that highly relevant information is passed on consistently to all of the parents. An excellent dedicated and committed approach to furthering her understanding and skills in childcare which, in turn, further benefit the children is evident from the extensive number of training courses the childminder has completed. Most of the knowledge she enthusiastically gains is put

into practice to enhance and improve the outcomes for children.

Comprehensive well organised paperwork, written policies and documentation contribute to the childminder successfully safeguarding children's welfare. Children move confidently around a well organised area, mainly making choices about where they wish to play. Since the previous inspection the childminder has made several improvements to her service which has a positive impact on the children she cares for. A good range of clean, well maintained toys, which children enjoy, ensures they are motivated and interested in their play. The childminder organises her time and resources well, however, some equipment stored in boxes is not fully accessible. She provides focused activities, such as baking and reading for older children, when the younger children are sleeping. The childminder is very responsive to children's needs and emotions. She helps them to fill up buckets of water with the hose in the garden and provides them with support and reassurance to help them cope with things they are unsure of.

The quality and standards of the early years provision

Children are very confident, settled and highly valued by the childminder. The childminder shows a superb attitude towards making sure that all children are fully included in the setting. They help to plan and keenly play with all the toys and equipment. The childminder's daily practice helps to challenge children's attitudes in a calm and sensitive way, helping them to develop tolerance and respect for each others differences. The childminder is excellently skilled at responding to all children, for example, meal time is a social occasion where even the youngest children, who are unable to talk, are acknowledged with lots of conversation and eye contact. Children remain safe and free from harm in the setting. Risk assessments are mainly effective to ensure that a balance of supervision and equipment protects children. They play in different areas of the house while the childminder organises lunch, however, some of the risks the childminder identifies for individual children, such as those becoming more mobile, are not minimised sufficiently.

Children's good health is effectively promoted and encouraged by the childminder. She talks to parents about children's individual needs to ensure she can meet these very effectively and has a range of procedures that sufficiently prevent cross infection and help children to learn about the advantages of being healthy. Daily opportunities to play outdoors ensure that children benefit from fresh air and active play, which is enjoyed by all of the children. Children behave well in the childminder's care. They are beginning to learn, about sharing and taking turns, with support from the childminder. She provides a good role model for children and shows a sufficient knowledge of managing behaviour in a positive manner.

Children are engrossed in play and activities that they thoroughly enjoy. The childminder plans a wide range of stimulating worthwhile activities that suit the children's interests. These activities contribute to their development as children count, express their likes, and think about items they need to make cakes. Spontaneous opportunities are used very well by the childminder to further extend children's learning, as children eat lunch the childminder asks them questions to

get them to think about which animals eat lettuce. Good plans for play and observations of a very high quality, means children make very good progress in their time with the childminder. She provides highly appropriate challenges for children to extend their understanding and development. Children's interests are valued and supported exceptionally well by the childminder.

Children thoroughly enjoy their time in the childminder's care. They are valued and respected for their contributions and confidently make decisions about several aspects of their care, such as taking care of their own personal care needs. Children have very good opportunities to take responsibility for appropriate tasks as they help the childminder to gather together all of the items they need to bake cakes and enthusiastically crack the eggs into the bowl.

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?	1
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?	1
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?	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?	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

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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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