

Inspection report for early years provision

Unique reference number	309951
Inspection date	17/07/2009
Inspector	Sharon Greener
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 1995. She lives with her husband and two children aged 12 and 15 years. They live in the residential area of Whitley Bay in Tyne and Wear. The whole of the ground floor and the bathroom on the first floor of the childminder's home is used for childminding. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years. There are three children on roll aged from 18 months to four years. She also cares for children aged over eight years. The childminder cares for children on weekdays from 07.00 to 18.00 for 48 weeks of the year. She has completed a relevant training course and holds a current paediatric first aid certificate. She takes and collects children from the local schools and nurseries and attends the local parent and toddler groups. The family has a dog.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. A welcoming and inclusive environment is provided to children and their families. The childminder liaises closely with parents and other professionals in order to meet children's individual needs. She has a good understanding of the Early Years Foundation Stage and continues to develop her knowledge of this to support her practice. The vast majority of the required documentation is in place and is very well maintained. Procedures to evaluate the quality of the service, care and education provided are used very well to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the clarity of the written consent obtained from parents to administer medication
- ensure that the written complaints procedure identifies more clearly Ofsted's role regarding the investigation of complaints
- ensure that records are kept in relation to the risk assessment of outings, and include details of each route and venue appraised.

The leadership and management of the early years provision

The vast majority of the required documentation is in place and is very well maintained. This includes records of most risk assessments completed, though details of those completed in relation to outings have not been recorded. The childminder has implemented good processes to review and evaluate her practice. This helps her to identify most areas for further development very well. The required written consents are obtained from parents. However, the method of recording consent to administer medication is incorporated into the record of

medication administered and lacks clarity. The childminder has a very good understanding of most policies and procedures, which are used effectively to promote and preserve children's welfare. For instance, she understands fully the action to be taken in response to an accident and the care of a sick child. A suitable complaints procedure is in place and the childminder has satisfactory awareness of this. However, Ofsted's role is not clearly defined for parents. The childminder has completed Level 3 training in respect of safeguarding children and demonstrates a clear understanding of her role. Security is very well maintained. The childminder is vigilant regarding safety matters. For example, children are very closely supervised and appropriate safety equipment is in place and checked frequently. Regular maintenance routines ensure that furniture, resources and equipment remain clean and suitable for use by children.

Parents access good quality information about the service provided and policies and procedures. These are readily available for reference. Children settle very well. A series of short visits helps gradually introduce them into the childminder's care. Parents are closely consulted regarding their wishes, their child's needs and abilities. This information is recorded and allows the childminder to build a very good understanding of each child's capabilities and starting points. She makes very good use of ongoing systems to monitor and record details of each child's development. These systems effectively identify individual children's strengths and specific learning goals set for each child. Parents contribute information to their children's developmental records. They are kept very well up-to-date about their children's progress and daily activities through regular verbal feedback and entries made in daily diaries. Parents are very well informed of their children's particular interests and preferred activities. This enables them to mirror activities at home to support their children's learning. Feedback from parents via questionnaires and cards is most complimentary.

The quality and standards of the early years provision

The childminder shows a good understanding of the Early Years Foundation Stage (EYFS) and has completed relevant training. She uses her knowledge of the framework very well to support children's learning. Children benefit from a very good balance of adult-led activities and free play. For example, a young child chose to play with a shape-sorting toy and was actively encouraged and praised by the childminder. This helps to foster children's positive self-esteem and confidence. Activities, such as, stories, baking, outings, music, planting sunflowers and additional creative activities are initiated by the childminder. Children frequently visit parks, green areas and the beach and go on daily walks. Each Thursday they go to gym club. Indoors children play action games, dance and play hop-scotch. They play in yard each day and have access to a very good selection of resources to promote their physical development. Healthy eating and an active lifestyle are actively promoted. Hygiene standards are very good. Children's health is very well promoted. They adopt good personal hygiene practices which are reinforced through regular routines. Meals and snacks are nutritious. Children have access to fresh drinking water. Their dietary needs are discussed in detail with parents and pertinent information recorded.

Children's behaviour is managed very well. Age appropriate strategies are used consistently, children respond positively and their behaviour is very good. The childminder helps to raise children's awareness of safety by positive role modelling, discussion and by practicing fire drills and road safety. She also uses story-telling to raise and reinforce safety matters. Space is very well organised. In particular the playroom where child-friendly storage systems allow children to self-select resources with ease. This helps nurture their decision making and independence skills. The childminder regularly monitors and records information about individual children's progress. Information is collated effectively and identifies the next-step in each child's learning. Each child is provided with a good variety of resources and learning opportunities. Children are very well supported and sufficiently challenged. Good use of discussion and questions during play and every day activities enables the childminder to enhance children's learning effectively. Children make good progress. The childminder raises children's awareness of the wider world and equal opportunity very well. She has completed relevant training and presents as a positive role model. Children have access to a good selection of resources and activities to foster their understanding of diversity. They attend special activities within the community and acknowledge festivals from other cultures. Children with additional needs are well supported. The childminder works effectively with parents and others to ensure children's needs are well met. For example, she has taken children to Health Visitor appointments. Positive links are made with other providers. With parental permission the childminder shares children's individual learning-journey-journals with teachers and they add their comments. This enables them to work in harmony to supports children's continuity of learning.

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

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

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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