

Inspection report for early years provision

Unique reference number	310010
Inspection date	27/07/2009
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 1984. She lives with her husband in a residential area of West Allotment, North Tyneside. The property is within walking distance to local amenities, including schools, nurseries, a park and transport links. Children have access to the whole of the ground floor, including a ground floor toilet, 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. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has two children on roll in the early years age range.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder is very supportive in helping children make good progress in their learning and development. She is committed to providing a very inclusive environment where all children have their individual needs met. She encourages children to develop positive attitudes to difference and diversity, from the very positive role model she provides. Children experience a wide range of stimulating activities, which take into account their interests and specific needs. The childminder has a very good capacity to improve and evaluate the service she provides. Detailed written observation, monitoring and assessment records and procedures are in place and very good links have been made with other services used by minded children.

What steps need to be taken to improve provision further?

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

- continue to develop the ongoing observation and assessment process to identify children's learning and development starting points.

The leadership and management of the early years provision

Effective and detailed written policies and procedures are in place, including appropriate written parental consents, which ensures children are appropriately safeguarded. All documentation and records are very well organised and confidentially maintained. Children's safety is given high priority and they are supervised at all times. Risk assessments are detailed, looking at potential hazards and measures that have been taken. They take into account both the indoor and outdoor environment, including outings, therefore ensuring that hazards for children are minimised. The childminder has updated her child protection training and as a result she has a secure understanding of her role in ensuring children are safeguarded. She has written policies and procedures on safeguarding, which she shares with parents.

The childminder is proactive in ensuring her knowledge regarding children's learning and development is sound and as a result, she has attended a number of relevant training courses to enhance this knowledge. She has very good knowledge of the Early Years Foundation Stage (EYFS) and has completed her self-assessment in order to develop her strengths and identify any weaknesses.

Partnership with parents is strong, as the childminder values their contributions and keeps them well informed about all aspects of their children's development and achievements. For example, the childminder has provided parents with questionnaires to ensure they are happy with the service she is providing and she has received very positive comments from them. She uses information from parents to ensure learning opportunities are provided that meet each child's individual needs, however needs to develop procedures relating to children's 'starting points'. Children's development files, daily diaries and photographs are shared with parents, alongside discussions about activities and topics children are involved in, which enables parents to support their children's learning and development at home. The childminder has made very good links with other services used by the minded children, for example, she asks teaching staff for details of themes and activities children will be involved in at nursery and school.

The quality and standards of the early years provision

The childminder has very good systems in place to ensure children make very 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 ensure each child reaches their full potential. Flexible 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. Children are able to make their own choices, as there is a very good balance of adult-led and child-initiated activities. The childminder interacts very well with the children, as she spends time playing with them and taking opportunities to help children develop their skills and learning. For example, while the children made wooden spoon puppets, she talked to them about the colours and textures of the materials they were using. She also gave assistance as and when it was needed.

Children made very good progress in their social skills and building confidence, as they have regular opportunities to attend local toddler groups. They also participate in outdoor and physical activities regularly, including walks to the local park, visits to the beach and the soft play centre, as well as using the very well resourced outdoor area. Children use age appropriate information technology resources and have access to a wide range of books and resources that show positive images of diversity and difference, as well as celebrating cultural festivals and events.

Good health and well-being are promoted 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 and healthy and nutritious meals and snacks are provided. Children also have opportunities to participate in cookery activities. Children have good knowledge of safety whilst in the home and when out and about with the childminder. She talks to children about road safety and how to stay safe when crossing the road.

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

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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----