

Inspection report for early years provision

Unique reference number	403138
Inspection date	07/08/2009
Inspector	Ann Coggin
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 1999. She lives with her husband and two children aged 11 and 13 in Seaton Deleval. The premises are situated close to shops, parks, the beach, schools and public transport links. The whole of the ground floor of the property is used for childminding. The upstairs is not used. Children have access to a rear yard for outdoor play.

The childminder is registered to care for a maximum of six children under eight years, of whom no more than three may be in the early years age range. She is currently minding three children in this age group and cares for children before and after school. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends toddler groups on a regular basis and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder takes a professional approach towards her role and has developed a range of policies and procedures that promote children's welfare. She has genuine commitment to ensuring that all children are included and their self-esteem promoted. This means that they are always offered appropriate activities, resources and support to ensure that their developmental needs are met. The childminder strives to maintain continuous improvement and is developing self-evaluation procedures that overall accurately reflect the quality of the setting.

What steps need to be taken to improve provision further?

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

- develop the safeguarding children policy to include the procedure should an allegation be made against the childminder or her family
- continue to monitor the effectiveness of the provision to make sure the service meets the needs of all who attend and to promote continuous improvement.

The leadership and management of the early years provision

The setting runs smoothly on a day-to-day basis because the childminder has a range of effective policies and procedures, including a suitable complaints policy. Children's welfare is promoted because the childminder has a good understanding of issues relating to safeguarding children and ensures that she has all contact details available. She is aware she must contact Ofsted should an allegation be made against her or a family member, however, this information is not included in

her written statement which is shared with parents. Daily safety checks and the frequent review of risk assessments help to ensure that children are cared for in a safe environment. They gain an understanding of keeping themselves and others safe through ongoing explanations and good daily practice. For example, they talk about looking and listening for cars as they cross roads and regularly take part in fire drills so they know where to go to keep themselves safe in the event of a fire.

There is a strong commitment to improve practice, shown by the wide range of training completed since the last inspection, such as awareness and developing the Early Years Foundation Stage, inclusive childminding, reflective practice and Diploma in Home-based Childcare. The childminder is currently working towards a level 3 professional qualification. She identifies areas for improvement and is developing clear action plans for the future, leading to the potential to improve outcomes for children. Recent changes have included the introduction of assessment records for each child, ensuring that their current needs are recognised and their overall development promoted.

The childminder's good relationships with parents and carers ensure that there is an exchange of information, both before the childminding agreement commences and during the time the children remain with her, enabling her to provide consistent care and support. Parents are informed of their child's progress and activities through regular discussions, daily updates and the sharing of children's records. Parents express their complete satisfaction through written feedback and comments, including 'professional, flexible and approachable childminder where children are safe and happy'.

The quality and standards of the early years provision

Children are well-supported and are at ease in the setting that is child-centred and relaxed. The learning environment helps children to make good progress and resources are thoughtfully introduced to help children learn and develop. Children enjoy the freedom of moving between indoors and outdoors on demand. Consequently, they have plenty of fresh air to promote their health and well-being. The childminder knows each child well and is aware of their individual interests and developmental stages. She uses this information and that gained from assessments to influence daily activities. They enjoy conversations with the childminder who shows genuine interest and promotes warm and loving relationships, for example, when they talk about their family. Children regularly attend toddler groups and Sure Start sessions, offering them opportunities for an extended range of activities and enabling them to interact with their peers. Appropriate use is made of outdoor areas to extend children's learning and offer further opportunities. For example, they visit local parks, collect shells and pebbles from the beach and grow flowers and fruit in tubs in the childminder's yard.

The learning environment helps children to make good progress towards the early learning goals. The childminder provides activities that cover all areas of learning and adapts activities to suit children's individual interests, for example, bringing the cars and garage outdoors for one particular child. Children show good imagination as they roll the cars down the ramp talking about which is the fastest.

The childminder extends learning by talking about shape, colour and size as they talk about the plants they have grown and the containers they use in the water play. They thoroughly enjoy squirting each other, the childminder and inspector with water using syringes laughing and giggling as they play. Children learn about their own beliefs through hands-on experiences, such as making decorations and bookmarks when celebrating festivals, for example, Easter, Valentines Day and Fathers Day. They also have experiences to promote an understanding of other cultures, as they taste different foods during Chinese New Year and take part in fund raising events, such as Red Nose Day. The childminder fully understands the age and stage of development of the children in her care. She is very aware of their individual characteristics and their growing development and provides many opportunities for children to grow and flourish. Children have plenty of adult attention and are warmly praised therefore they behave well. The childminder is aware of a range of appropriate methods for all ages and works collaboratively to support individual children.

Children's health is promoted well, for example, effective procedures for ensuring children wash their hands appropriately and the implementation of the written sick children's policy prevents the spread of infection. Children enjoy visiting the local warehouse where they choose fresh fruit, oranges, grapes and strawberries being currently favourites. Healthy and nutritious meals are provided with special diets and likes and dislikes taken into account. Children are beginning to learn the importance of keeping themselves safe through daily routines and discussions. They talk about using sun cream when they are outdoors, wearing sun hats and not disturbing the bees.

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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