

Inspection report for early years provision

Unique reference number	506953
Inspection date	09/11/2009
Inspector	Cathryn Parry
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1990. She lives with her husband and adult son, in the residential area of New Hartley in Whitley Bay. The whole of the ground floor of the childminder's home is used for childminding. The childminder cares for children on weekdays from 7.30am to 6pm for 45 weeks of the year.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five to 11 years old. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends a toddler group on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a warm and friendly welcome to all children and their parents. She provides a wide range of experiences for children, to ensure they have ample opportunities to make progress. All areas of learning are covered very well. Systems for planning activities and observing children are being developed. The childminder has completed an NVQ level 3 qualification in childcare, to ensure continuous improvement within her childminding setting is maintained.

What steps need to be taken to improve provision further?

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

- continue to develop systems for planning activities and observing children, including involving parents as part of the ongoing observation and assessment process.

The effectiveness of leadership and management of the early years provision

The childminder has attended safeguarding training, and has a very good understanding of her role and responsibility within this area. Consequently, children's safety and well-being are ensured. Regular risk assessments take place to effectively reduce the chance of accidental injury. Children's welfare is appropriately safeguarded, as the childminder and other household members have had suitable checks completed. The childminder evaluates the learning and development opportunities she provides well. She gains feedback from the parents and children to give her a broader view of the service offered. The recommendation raised at the previous inspection has been positively addressed. This has a positive impact on children's welfare. The childminder is keen to nurture

her professional development by attending a range of training. The way that the space and resources are organised helps children to take initiative and develop increasing independence.

Good relationships with parents are highly beneficial to the continuity of care that the children receive. The childminder speaks to them on a daily basis, to ensure they are fully informed of the activities their children have enjoyed. This enables them to continue their children's learning at home through highlighted experiences. The childminder has not had any opportunities to care for children with special educational needs and/or disabilities. However, she demonstrates a very positive attitude to linking with other professionals to meet any specific requirements. Strong links have been made with other providers where a child accesses care and education in more than one setting. This has a positive impact on continuity and cohesion.

The quality and standards of the early years provision and outcomes for children

The childminder has a good understanding of the Early Years Foundation Stage. She ensures she has resources to cover each area of learning, and complements these with trips to places of interest. An example of this is where they visit the Quay Side in Newcastle upon Tyne to look at the different bridges. Children enjoy their time with the childminder and are eager to participate in the variety of activities provided. They behave well and are beginning to understand the consequences of unacceptable behaviour to others. The childminder has good strategies in place for managing behaviour. Her confident approach to equal opportunities contributes to children's positive attitudes to the wider community. This is complemented with access to a selection of resources, which nurtures children's growing awareness and understanding of difference. The childminder speaks to the children at their level and gives them time to reply. This fosters good communication skills. Completing jigsaws and exploring shape sorting resources effectively promote children's problem solving and reasoning skills. Children's knowledge of the living world is nurtured as they go for walks and collect pine cones and leaves. They have great fun cutting with a different scissors to produce various patterns, including zig zags and wavy lines. The childminder has started to plan against children's interests and capabilities. She has recently introduced individual observational files, which link to the areas of learning. However, parents are not yet involved in the observation and assessment process. This has a slightly negative impact on showing a true picture of children's achievements.

Children are welcomed into clean and well-kept premises where they have sufficient space to play. Large windows in the dining area enable children to benefit from natural light whilst playing indoors. They are learning about the importance of good personal hygiene, and are becoming increasingly independent in their personal care. For example, they know they must wash their hands before eating. Children do not attend if they are sick which enables the childminder to protect others from illness. They enjoy physical play and have a variety of outdoor toys and resources to use in the rear garden. The childminder also takes them to the nearby park, where they can run about and enjoy exercise in the fresh air. The

childminder's flexible routine incorporates time for quiet play and rest, enhancing children's well-being. Children are encouraged to enjoy healthy snacks and meals. These include pasta dishes, scrambled eggs and fruit. Effective systems are in place to gather information with regard to special dietary needs. This results in children's individual needs being met. Regular checks and cleaning keep the broad range of toys and resources in a good condition. This ensures that children handle items that are clean and safe. Children are safeguarded well as the childminder's home is secure at all times. This is supplemented with effective procedures for adults collecting children. They experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. The childminder is vigilant on outings, with an active approach to children taking responsibility for their own actions. This results in the reduced risk of accidental injury and raised self awareness. All the required procedures and documents are in place to ensure children's welfare is safeguarded and promoted.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
--	-----