

Inspection report for early years provision

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Inspection date	04/11/2009
Inspector	Kathleen Snowdon
Type of setting	Childminder

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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.

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 1997. She lives with her husband in Harlow Green, Gateshead and her home is close to all facilities. All rooms on the first floor are used for childminding and there is a fully enclosed area for outdoor play.

The childminder is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of six children at any one time. Currently, there is one child in the early years age group on roll and older children attend also. The childminder takes and collects children from local schools and nurseries and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well protected and their welfare is promoted. The childminder knows individual children well and she meets their needs in full. This inclusive environment helps children to make good progress in their learning and development. Partnership working and self-evaluation are effective and recommendations made at the last inspection have been addressed. As a result, the scope for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- update awareness of safeguarding children issues, for example, by attending relevant training
- develop the risk assessment, to cover anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

All household members have been vetted to determine their suitability and the childminder's understanding of child protection issues is good overall. However, she has not attended any recent training on safeguarding, so it cannot be established whether her knowledge is sufficiently up to date. Nevertheless, her conscientious approach means that children are well protected from day to day.

For example, good use is made of safety equipment. Safety gates and cupboard locks restrict children's access to potentially hazardous areas and children are taught how to keep themselves safe, which helps them to feel secure and act responsibly. They take part in fire drills, for instance, so they learn how to cope with emergencies. Risk assessments are carried out as well, but these are too

limited and do not cover all the areas, furniture and equipment used by children.

Documentation is well organised, readily available for inspection, stored securely to protect confidentiality and amended as soon changes occur, to keep information up to date. All essential records and written policies are in place. Parents have access to these, so they gain an insight into the childminder's roles and responsibilities. The registration certificate is prominently displayed to allow scrutiny, as is a poster that explains how to contact Ofsted.

Partnerships with parents are good. The childminder asks parents for their opinions about the service she provides. Parents have highly positive views and say they are 'very happy' with the care their children receive. They particularly value the level of attention the children get and the healthy food they eat. The childminder understands the importance of partnership working in the wider context and has plans in place to establish links with other agencies involved in the care and education of the children.

Self-evaluation is effective. The childminder reflects on her work to identify areas for improvement and makes plans to undertake relevant training to keep her practice informed. She is committed to equality and ensures that all children are fully included in all activities. Resources are assessed to ensure they are developmentally appropriate, plentiful and easily accessible to the children. As well as this, the childminder takes steps to ensure that equipment and the environment are sustainable.

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

Observations and assessments are used to plan activities that help children make good progress in relation to their starting points and abilities. Activities cover all areas of learning, take good account of children's interests and include craft work, music and cooking. There is a good mix of indoor and outdoor experiences and lots of opportunities for children to initiate play of their own accord. For example, readily accessible role play items, like dolls and prams, encourage the children to play imaginatively and resourcefully in their own time and at their own pace.

The children see positive images of disability, gender, ethnicity and culture in many of the resources they play with. They celebrate world festivals and more personal occasions, such as birthdays, so they learn to respect and value diversity and individuality. Children receive very good support from the childminder and as a result, they feel happy, safe and valued. The clear explanations they receive from her, helps them to understand right from wrong and to behave acceptably.

Good priority is attached to the children's welfare. Parents and the childminder collaborate to provide appetising meals and snacks that encourage the development of healthy tastes and preferences. Frequent drinks throughout the day ensures children do not become thirsty and consistent routines, such as hand washing before eating, promotes good personal hygiene. The clear policy for sick children shows the steps that are taken to contain the spread of illness while daily

outdoor play promotes the children's fitness and physical development.

The frequent outings that children so enjoy, raises their awareness of the local community and enables them to make observations of the natural world. For instance, they collect leaves, pebbles and twigs during rambles and look at and discuss these on their return home. As well as this, they have the opportunity to mix with other people, so they develop effective social skills. Collectively, these positive early experiences give children a good start in life and help them to acquire the skills necessary for future success.

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
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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

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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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