

Inspection report for early years provision

Unique reference number	311750
Inspection date	23/10/2009
Inspector	Janet Fairhurst
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).

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.

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Description of the childminding

The childminder has been registered since 2000. She lives with her husband and adult child in Crawcrook which is an established village community in Gateshead. Local facilities include shops, library, school, park and green areas. The shopping and leisure amenities of Gateshead are accessible by car and public transport. All downstairs areas of the home are used for childminding and consist of a living room, kitchen/diner, bathroom and front garden. The rear yard is used only as access to and from the home.

The childminder is registered to care for six children at any one time and is currently caring for eight children, of whom three are in the early years age group. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder regularly attends local toddler and soft play groups and has contact with other childminders in the area. She is a member of the National Childminding Association and makes use of the advice support and training opportunities offered by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled as the childminder provides a welcoming, inclusive and friendly environment. Effective systems for communication ensure the childminder has a good understanding and knowledge of each child's background and needs. As a result, the children receive an enjoyable and challenging care and learning experience, tailored to meet their individual needs. The childminder fosters close working relationships with parents and other providers helping to fully support children's development and learning. She follows clear procedures to ensure children are kept safe and secure. She has begun to reflect upon her service and demonstrates a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop existing effective systems for observational assessment to include the recording of individual next steps in children's learning
- improve the risk assessment record so that it includes information on who conducted it and the date of review.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of the requirements of the Early Years Foundation Stage (EYFS). This is reflected in the detailed range of

policies and procedures which she has in place and which underpin her practice, including child protection, health and safety, behaviour management and equal opportunities. She uses these to inform practice and protect the welfare of the children she cares for. The childminder has a clear and knowledgeable approach to safeguarding children. She is aware of her role and responsibility to protect the children in her care and demonstrates a good understanding of the signs and symptoms of abuse and procedures to follow should she have any concerns. There are well maintained systems in place to record attendance, as well as effective recording systems for medication administration, accidents and allergies. These are all up to date, regularly reviewed and stored confidentially. All adults living in the house have undergone the relevant checks to ensure their suitability.

The childminder demonstrates a genuine commitment to inclusion. Routines are well established and full account is taken of children's interests and preferences. This is a key factor in helping children with special educational needs feel comfortable in the setting. The learning environment is well organised with easy access to resources that meet the needs of all children. Children's well being is maintained well as the childminder continuously monitors safety issues, in and around the home, and by supervising children closely. Risk assessments are undertaken and effective action is taken to manage and eliminate risks to children, however not all the required information is included.

The childminder has a very good relationship with parents and carers, who all speak very highly of her and the service she provides. This contributes very well to children's great enjoyment, sense of security and good progress. Parent's views were extremely positive, expressing strong levels of satisfaction with the support and service they receive from the childminder. A common feature of the comments received referred to how the childminder provides good support to both the children and the parents', and how she always has the children's best interests at heart. Parents are kept very well informed of their child's progress and achievements through verbal feedback and access to their individual development files. The childminder has developed good links with other providers and shares relevant information about the children promoting continuity of care and learning. The informed completion of the self evaluation form, combined with regular monitoring through her links with other childminders, ensures the childminder is constantly reviewing her practice. As a result she has a good understanding of her strengths and current areas for development.

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

The childminder has a secure understanding of the EYFS. She plans a range of enjoyable and challenging learning experiences for the children, covering all six areas of learning. She collects relevant information from parents at registration about what children enjoy and can do and uses this to assess starting points. Planning is flexible and takes into account the daily needs and interests of the children in her care. The childminder has developed good systems for undertaking and recording regular observations, illustrated through the use of photographs and

anecdotal statements. These are linked to specific areas of learning and although the childminder is quite clear about children's next steps in children's learning she is not yet recording them.

Children have clearly formed secure relationships with both the childminder and their peers, listening to one another, playing happily together and seeking comfort when they are tired. This combined with the good example set by the childminder and the effective procedures for behaviour management ensure all children learn right from wrong. An abundance of jigsaws, building blocks and construction toys encourage children to learn about the concepts of shape and size, whilst the babies have access to treasure baskets to explore and experiment using their senses. The childminder always take an active role in the children's activities and is well skilled at recognising and maximising learning opportunities ensuring all children make good progress within the EYFS. For example, the childminder introduced the use of a dice to the shape game, encouraging the children to think more about matching both colour and shape. The childminder is committed to raising children's awareness of diversity and different cultures and helping children begin to learn tolerance of each others' differences. She achieves this through her effective support, discussion and the continually development of resources and activities.

Children are keen to communicate and interact readily with the childminder, who supports their developing language skills well. The children enjoy selecting the toys from the low level storage or choosing their favourite book and snuggling up on the sofa with the childminder. Outdoor activities are an integral part of the children's day and the childminder takes time to explain why fresh air and exercise is good for them. Children enjoy lots of visits to their local park and playing in the garden, where they have access to wheeled toys, hoops and slides. Children enjoy being outside and confidently learn to take risks, supervised well by the childminder. Plenty of praise and encouragement is used to raise children's confidence and self esteem and help them to develop an awareness of right and wrong. The regular undertaking of fire drills and adherence to effective road safety procedures also helps children to develop an understanding of possible dangers and how to keep themselves safe. Parents provide their children with the main meal of the day. The childminder makes sure parents are informed of her healthy eating policy and how she is more than happy to provide children with healthy snacks, such as fresh fruit and drinks.

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

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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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