

## Inspection report for early years provision

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<b>Unique reference number</b>	309906
<b>Inspection date</b>	27/01/2010
<b>Inspector</b>	Sharon, Amelia Robson
<b>Type of setting</b>	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.

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 1998. She lives with her husband three children aged 16, 13 and seven years in a residential area of Monkseaton, North Tyneside. The property is within walking distance to local amenities, including schools, nurseries, parks and transport links. Children have access to the whole of the ground floor and there is an enclosed rear garden available for outdoor play. The family have two rabbits as pets.

The childminder is registered to care for a maximum of five 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 four children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several toddler groups on a regular basis.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder is very committed to providing a welcoming and inclusive environment where all children are valued and respected, and where their individual needs are met fully. She has good knowledge of the Early Years Foundation Stage, which ensures she provides children with effective support to enable them to make very good progress in their learning and development. The childminder has a very good capacity to improve the service she provides, as she evaluates her practice and her detailed policies and procedures. Very strong relationships have been developed with parents and effective procedures are in place regarding links with other providers and services used by the 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 observation and assessment procedures.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a very good understanding of her role in safeguarding children in her care. She has recently updated her training relating to this and therefore, her knowledge is comprehensive and up to date. She has detailed written policies and procedures relating to safeguarding and she ensures parents receive a copy of these, as well as discussing this at the onset of a placement. The childminder also has effective procedures in place, regarding the safe collection of

children, lost children and security in general. Children's safety is given high importance, as she ensures detailed and effective risk assessments are in place for all areas used for childminding purposes, both indoors and outdoors. Outings, including walks to and from school and the use of the childminder's car are included in the risk assessment, which ensures hazards for children are minimised.

Areas used in the childminder's home are very well organised, with a wide range of toys and resources available, which cover all areas of learning. Child friendly storage systems help promote children's independence and allow them to make their own choices. Children are valued and their differing backgrounds and abilities are respected. Through the range of resources and activities provided, as well as the childminder's positive role modelling, children are encouraged to learn about the wider world and to respect difference. A range of procedures are in place regarding children who speak English as an additional language and for those with a special educational need and/or disability.

Partnerships with parents are very strong, their contributions are valued by the childminder and she keeps them well informed about all aspects of their children's development and achievements. Detailed information from parents is used well in planning, which ensures learning opportunities are provided that meet children's individual needs. The childminder uses observations at introductory visits, as well as discussion with parents, to assess children's 'starting points'. Children's learning journals are shared with parents and they include observations, photographs and children's work and are beginning to be linked to the Early Years Foundation Stage. The childminder also provides daily diaries for younger children. Parents receive a detailed information pack at the onset of a placement, which includes details of the Early Years Foundation Stage. Very good links have been made with other providers used by the minded children, she finds out about themes they are following and takes time to discuss these with staff, as well as sharing children's learning journals with them.

The childminder has fully addressed the action raised at her last inspection. She is proactive in ensuring her knowledge regarding learning and development, and childcare is comprehensive. She has attended a number of courses and workshops including safeguarding, first aid and enabling communication. She has begun to use her self-assessment to identify her strengths, as well as highlighting any areas for development.

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

The childminder has very good systems in place to ensure all children make good progress across all areas of learning. She has detailed observation and assessment records in place, which she has begun to link to the Early Years Foundation Stage. These records are used to monitor children's development and show how next steps are identified. She plans activities according to children's individual needs and to ensure each child has the opportunity to fulfil their potential. Flexible weekly plans allow the childminder to respond to children's interests and she ensures children are happy and engaged in their learning and play. Children's

independence is promoted, as they are encouraged to make their own choices from the wide range of toys and resources available, and there is a good balance between adult-led and child initiated activities. The interaction between the childminder and the minded children is very good, and she ensures she takes opportunities to help them develop their skills and learning. For example, as children look at a book about fish, she encourages them to count how many fish they can see and points to the words in the book as she reads it.

Children make good progress in their social skills and building confidence, as they have opportunities to visit toddler groups and soft play centre's. They participate in outdoor activities regularly, with visits to the local park, the beach and a nearby country park, they also have opportunities to use the well resourced garden. The childminder encourages children to use information and communication technology, with age appropriate supervision. Children have weekly cookery sessions, following recipes that are suitable for their age and abilities. The childminder gives children pictures of ingredients to buy at the shops and uses these sessions to encourage children to weigh and measure, as well as introducing them to new utensils and vocabulary. A wide range of resources are available to help children learn about the wider world, including books, dolls and dressing up clothes. Children are able to celebrate a wide range of cultural and religious festivals and events throughout the year, and have recently celebrated Australia day, as well as 'Robert Burns' day, where they had the opportunity to participate in Scottish dancing.

Good health and well being are promoted well, as the childminder uses her information on children's dietary and health needs appropriately. She uses her comprehensive written policies and procedures effectively, including those regarding accidents, medication and the care of a sick child. Hygiene procedures are promoted and each child has their own hand towel, which helps to reduce the risk of cross infection. Children learn about healthy eating as the childminder ensures she provides them with healthy and nutritious meals and snacks. Children are encouraged to play safely in the childminder's home, as well as being encouraged to follow safety procedures whilst out and about with her.

Children have a very good relationship with the childminder, and they are happy and settled in her care. She is very patient and responsive to children's individual needs, and she ensures children are comfortable and secure. Children respond positively to the childminder's routines and consistent boundaries, and they are encouraged to take turns and share with their peers. She knows the minded children very well and methods used for behaviour management are appropriate to their ages and understanding. Children respond very positively to the praise and encouragement they receive from the childminder throughout the day.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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