

## Inspection report for early years provision

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<b>Unique reference number</b>	312513
<b>Inspection date</b>	27/05/2010
<b>Inspector</b>	Jacqueline West
<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.

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## **Description of the childminding**

The childminder was registered in 1999. She lives with her partner and child aged three years in Jarrow, South Tyneside. The living room of her ground floor flat is the main area used for childminding. There is a fully enclosed yard for outside play. The childminder cares for children on weekdays from 7am to 6pm for 48 weeks of the year. The family has a rabbit as a pet.

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 years to 11 years. This provision is registered by Ofsted on the Early Years Register and both 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.

Children are secure as the childminder provides a very warm and welcoming environment for all children and their families. She demonstrates a true commitment to inclusion, which is evident throughout all aspects of her practice. Children benefit from a wide range of fun activities which the childminder plans to meet their individual needs. As a result, they are making good progress in their learning and development. The childminder is very passionate and enthusiastic about the work she does. She has a clear vision for the setting and is highly motivated to develop her practice to continually improve outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- help children recognise the importance of keeping healthy for example, by further promoting their understanding of hand washing prior to eating
- further develop systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education and care in more than one setting.

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

The childminder is highly professional. She has attended recent safeguarding training, and demonstrates a comprehensive understanding of associated issues. Consequently, children are thoroughly protected. An excellent record of risk assessments is kept on a daily basis within the childminder's home and for outings. Consequently, the chance of accidental injury is significantly reduced. She ensures

that children are kept safe on outings as she implements clear effective procedures, such as holding hands, parental consent forms and encouraging children to discuss possible dangers before outings.

The childminder demonstrates an exceptional awareness with regard to equality and diversity and provides a fully inclusive service. All children are valued and their uniqueness is celebrated. Children take part in a varied range of activities at their own level and pace of learning. Play opportunities are enhanced and very good use is made of the available space. For example, all children have free access between the home and outdoor area. The childminder works hard to forge links with others delivering the Early Years Foundation Stage. She understands the benefits to be gained in respect of supporting children's continuity of learning. However, while she is keen to develop partnerships, these are still in their infancy. Effective procedures are in place to work with parents from the start to ensure that she is fully aware of children's individual needs. Detailed welcome packs provide parents with clear written information of the Early Years Foundation Stage. Parents are kept very well informed of their child's progress, through ongoing verbal feedback, photographs and access to their child's personal development records. The childminder works closely with the parents to ensure that she is up to date about each child's current interests and favourite activities. This ensures that they are settled, valued and appropriately challenged.

The childminder's ongoing commitment to training has a significantly positive impact on the quality of care provided. She is very enthusiastic and passionate to ensure continuous improvement. Consequently providing good outcomes for children. The childminder holds a Nursery Nurse qualification and has recently completed a qualification in Early Years Practice. Through her outstanding self-evaluation process the childminder has identified good practices that would further enhance the service such as, review meetings with parents and regular use of parents questionnaires. Some practices have already been implemented, such as a book with photographs of her resources is accessible to enable children of all ages to easily alternate activities, this was devised due to the limited available space. Recommendations at the last inspection have been fully met. She has devised a new system to ensure that the daily register clearly identifies the times that older children are off the premises and at school. This promotes children's welfare.

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

The childminder demonstrates a good understanding of the Early years foundation stage. She has recently developed systems to observe, monitor and record the children's learning through the use of photographs and written observations. These are linked to the areas of learning and identify next steps for learning. Children benefit from a flexible routine that includes an effective balance of child centred and adult led activities based on individual children's needs. Very good organisation of how the resources are used, planned visits to places of interest ensure all areas of learning are well covered.

Children are very happy, settled and have formed good relationships with the

childminder. Clear rules, boundaries and positive role modelling by the childminder promote effective behaviour management. Consequently, children's behaviour is good. All children are well challenged and show an interest in their environment. For example, young children explore as they pour sand and water, while smiling with delight. Children develop their independence and social skills as they confidently feed themselves. Their communication skills are developing very well, for example babies babble and gurgle through play. Children access a wide range of purposeful, creative opportunities that develop their self-expression, coordination and imagination. For example, older children request a toolbox and imagine themselves as 'Bob the builder' and fix the play house. The childminder promotes and reinforces simple problem solving and numeracy concepts such as sizes and counting. Regular access to electronic resources develop children's understanding of information and communication technology.

Children are welcomed in to clean and well kept premises. The childminder demonstrates a clear knowledge of the importance of promoting children's health. Effective procedures are in place to ensure children are cared for appropriately when ill. This reduces the risk of the spread of infection. Regular use of the outdoor area and outings to the local parks extend children knowledge of the world, while providing good opportunities to encourage their physical development. Written policies reflect clear procedures to promote good hygiene, such as washing hands before meals and brushing teeth. However, the practices are not always consistent. This has a slightly negative impact on developing children's understanding of hygiene procedures. The childminder is sensitive to children's individual needs and ensures they have the opportunity to rest and sleep in line with their own routines. This promotes their well being. Meals and snacks provided are healthy and nutritious. For example, young children enjoy a snack of fresh fruit. Parents are closely consulted regarding the dietary needs of their child and records are kept. Children's knowledge about personal safety is significantly enhanced as the childminder talks to them about 'stranger danger', the safe use of resources and the need to stay close to her during outings. Children make comment to unsafe procedures, such as they point out the dangers of baby dolls being pushed in play trolleys with no straps to keep them safe.

## 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	1

### 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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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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