

Inspection report for early years provision

Unique reference number	318863
Inspection date	07/05/2009
Inspector	Jayne Utting
Type of setting	Childminder

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.

Description of the childminding

The childminder has been registered since April 1992. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works as a co-childminder alongside her husband. They operate from their home which is situated in Kingston Park, Newcastle upon Tyne. The ground floor of the house is used for childminding, as well as a bathroom on the first floor. There is an enclosed rear garden for outside play.

The childminder is registered to take a maximum of three children in the Early Years Foundation Stage when working alone, and six in this age group when working with his co-childminder. There are currently seven children attending who are within the EYFS age group. Two children aged over five and one child aged over eight also attend the provision. Children attend on various days and times.

There are no pets in the house.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Exemplary working relationships with parents ensures the childminder has a good understanding and knowledge of each child's background and needs and as a result they receive an enjoyable and challenging care and learning experience. As a good role model, she actively encourages children to develop respect for people as individuals, whilst using meaningful praise and encouragement is used to develop self-esteem and confidence. Committed to improvement and an ethos of reflective practice, the childminder has accurately identified areas for further development, incorporating these into a regularly reviewed action plan, thereby ensuring continuous improvement.

What steps need to be taken to improve provision further?

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

- build upon existing, effective systems for observation and assessment to clearly record children's ongoing, individual achievements.

The leadership and management of the early years provision

The childminder works as part of an effective team within her home, alongside her husband. They work together to develop an extensive and detailed range of policies and procedures, including child protection, complaints, behaviour management and equal opportunities, and use these to inform practice and protect the welfare of the children they care for. 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 diligently kept and monitored.

All confidential information is stored appropriately. The childminder's registration certificate is prominently displayed in the house. All adults living in the house have undergone the relevant checks to ensure their suitability to be in close proximity of children and these are readily available in the childminder's file.

The childminder has an extremely positive attitude towards her career and puts the maximum effort into the provision. This is reflected in her commitment to ongoing personal development. She has recently attended a number of relevant short courses, including safeguarding children, equality and diversity and an introduction to the Early Years Foundation Stage (EYFS).

Purposeful monitoring and comprehensive self-evaluation ensures the childminder is constantly reviewing her practice, ensuring she provides the best opportunities for the children in her care. The informed completion of the self-evaluation document clearly shows an excellent understanding of the EYFS framework. Priorities for improvement are accurately identified and used to inform an ongoing action plan, which demonstrates a high commitment to continuous improvement for the benefit of the children. The childminder and her husband also regularly review their practices and activities together, reflecting on what went well, and what they would do differently, sharing ideas to further improve the good quality care already provided.

The childminder uses detailed information from parents as a basis for children's individual care and learning, as they complete registration sheets about children's welfare and development needs. As well as providing regular verbal feedback, the childminder encourages parents to look at their children's development files and incorporates any comments made into their ongoing planning. This ensures that she works together with parents extremely well to meet children's individual needs. Excellent communication and sharing of information is in place with the local schools and nurseries that children in the EYFS age range attend. For example, they receive detailed half-termly planning information and incorporate this into their own activities, building on what children are doing at nursery and in reception. Therefore, they all work in partnership extremely well to benefit the children. Parents are very pleased with the provision as evidenced through the positive comments written in thank you notes and on questionnaires.

The quality and standards of the early years provision

The childminder demonstrates a good understanding of the learning and development requirements of the EYFS. As a result children are provided with good opportunities to help them make progress across all areas of learning. There are effective systems in place for collecting information about what children enjoy and can do before they start. This combined with purposeful ongoing observational assessment ensures that the childminder plans and provides challenging and enjoyable experiences tailored to the individual needs and abilities of the children. However the childminder has yet to develop systems to clearly record children's individual achievements. Planning is flexible, responding to the interests and ideas of the children, whilst ensuring that there is a good balance of adult and child initiated activities delivered through indoor and outdoor play.

Children are clearly happy, well settled and confident in the childminder's home, enjoying learning in a meaningful, fun way. They love to sit and listen to their favourite stories, the childminder using this opportunity to develop early language skills as she points to pictures, encouraging the child to say what they are. This combined with regular trips to the local library helps children to develop an appreciation of books. The provision of a range of puzzles, jigsaws and matching activities encourages children to explore the concepts of shape, size and pattern, whilst water, sand and baking activities are used as valuable opportunities to introduce mathematical language relating to weight and measurement. Children of all ages are given ample opportunity to express themselves freely and creatively through a good range of media including, play dough, painting, craft, music and singing. This combined with regular access to interactive toys ensures that children are developing skills to support their future economic wellbeing.

Children are clear communicators, and this is actively encouraged by the childminder who takes time to chat with the children, developing their confidence to talk about their wants and interests. For example, the childminder takes time to talk to children when they return home from nursery, finding out about their day, asking them if they have enjoyed themselves. Children play extremely well together, working collaboratively to build a railway track, taking it in turns to push the train along the track, taking their favourite toy dog on an adventure.

Children also enjoy daily opportunities for fresh air and exercise whether playing outside, visiting the local parks and beaches or enjoying a picnic. This combined with the provision of healthy home-cooked meals including fresh fruit and vegetables, introduces children to the benefits of healthy lifestyle choices. Consistently applied routines and procedures for hand washing and nappy changes also encourages children to follow good hygiene practices, protecting them from illness and infection.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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