

Inspection report for early years provision

Unique reference number	502237
Inspection date	06/05/2009
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 1989, and lives in Gosforth with her husband. The ground floor of the home is used for childminding purposes as well as the bathroom upstairs. There is a secure rear garden for supervised outdoor play. The family has a pet cat.

There are currently three children attending who are within the Early Years Foundation Stage (EYFS) age group. The childminder also offers care to children aged over five years. Ofsted registers this provision on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder receives support from her local early years advisor and attends a number of local toddler drop-in sessions.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. There is a genuine commitment to inclusion evident throughout the childminder's practice. She acts as a good role model, fostering a positive attitude to diversity, ensuring all children develop respect for individual and differing needs as well as confidence in themselves. By caring for each child as an individual, with differences acknowledged and celebrated, she ensures their welfare, learning and development requirements continue to be well met. There are robust systems in place for self-evaluation and this ensures that forward planning is in general, well targeted.

What steps need to be taken to improve provision further?

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

- continue to attend relevant training, particularly in relation to safeguarding children
- build upon existing effective systems for observation and assessment to plan specific ongoing, learning experiences for each child.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure parents have access to Ofsted's contact details
(also applies to both parts of the Childcare Register)

25/05/2009

The leadership and management of the early years provision

The childminder has in place a good range of written policies and procedures which are well understood and consistently implemented, safeguarding the welfare of all children who attend. However, the complaints procedure does not currently

contain Ofsted's contact details as required by the Early Years Foundation Stage (EYFS). This combined with effective systems for recording children's details, attendance, medication administration and accidents, which are kept up-to-date and stored confidentially, further ensures children remain well protected. The childminder has robust procedures in place to ensure that all adults living in the house are appropriately vetted and suitable to be in close proximity to children. Comprehensive risk assessments have been undertaken for each room in the house, enabling children to move around freely, safely and independently. Children are safe due to a combination of close supervision by the childminder and the appropriate use of safety equipment, such as smoke alarms, a fire blanket, socket covers and a fireguard.

The childminder is committed to ongoing personal development and tries to ensure her knowledge is current through attendance on a variety of courses including First Aid, equality and diversity and an introduction to the EYFS. However, the childminder has not completed a recent safeguarding course and as a result her knowledge in this area is not up to date.

Relationships with parents are promoted and developed well. Parents are informed about key policies and procedures at registration, including the complaints procedure. They are kept well informed of their child's progress on a daily basis through verbal feedback, access to their child's development file and the use of a diary if requested. The provider welcomes feedback from parents and children about the service she provides, using questionnaires in order to collect this information on a regular basis.

The childminder continues to review her practice and this is reflected in the informed completion of her self-evaluation form in which she highlights relevant areas for ongoing development. All recommendations from the previous inspection report have been adequately addressed by the childminder.

The quality and standards of the early years provision

The childminder demonstrates a good working knowledge of the EYFS learning and development requirements. Flexible planning ensures that activities respond to the daily needs and interests of the children, and this combined with good organisation ensures children receive a balance of adult and child-led activities delivered both in and out of doors. The childminder collects good information from parents about what children enjoy and can do and this is recorded in their individual development files. Good systems for the observation and assessment of each child's achievements have been established. These are clearly linked to specific areas of learning and are being used to identify their next steps. The childminder has developed an effective system for forward planning, but has yet to incorporate the children's next steps into this in order to track their ongoing progress.

Children settle well with the childminder and are confident and happy. She plans a range of activities which are purposeful and promote learning and development well. For example, they visit pet's corner, enjoy the interactive displays at the discovery museum and go on trips to the park. The childminder is enthusiastic and

fully involved with the children's activities. She helps and encourages them to move onto different activities when appropriate, so that they are fully occupied and remain interested in their play, asking appropriate open-ended questions that make them think and respond.

Children enjoy good opportunities to socialise with their peers through visits to local toddler groups. They enjoy a range of activities, which contribute to the development of their imaginative, creative, and language skills, such as drawing, painting, making cards, dressing up and baking. Interaction between the children and childminder is excellent. The children learn that they are valued through the constant praise and encouragement she gives them. This close, caring relationship helps to increase children's sense of trust and further develop their sense of belonging and self-esteem. Young children's early attempts at communication are recognised and encouraged through repetition, conversation and praise, whilst older children's interest in books is facilitated through free access to these in her home and planned trips to the local library.

Children also enjoy a wide range of physical activities that contribute to their good health and help them gain increasing control over their bodies. Outdoor play is a regular feature of their care as they walk to the local schools, play in the back garden or enjoy trips to the park. Children also have good supervised access to a range of large play equipment outside the house including ride-on cars, bats and balls, ensuring there is ample opportunity to be active. These experiences boost fitness levels and help teach children that exercise is fun. A flexible routine ensures that children are able to rest or sleep according to their needs.

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.	2

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?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR9.3: Providing information to parents). 25/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR9.3: Providing information to parents). 25/05/2009