

Inspection report for early years provision

Unique reference number	506947
Inspection date	24/08/2009
Inspector	Sharon, Amelia Robson
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 1993. She lives with her two adult children in a residential area of Cramlington, Northumberland, 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 first floor bathroom, there is an enclosed rear garden available for outdoor play. The family have a pet dog. The childminder is registered to care for a maximum of six children under eight years and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has five children on roll in the early years age range.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder is very supportive in helping children make progress in their learning and development. She is very committed to providing an inclusive environment where all minded children are valued and have their individual needs met. She provides a positive role model which encourages children to develop a positive attitude towards equality and diversity. Children experience a wide range of stimulating activities, all of which take into account their interests and specific needs. The childminder has a good capacity for improvement, as she takes time to evaluate her practice and the service she provides. She has completed her self-assessment and has written policies and procedures in place. She also has procedures in place to observe and assess children's progress. The childminder has made very good links with other 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 effective practice in the Early Years Foundation Stage.

The leadership and management of the early years provision

Detailed written policies and procedures are in place, including relevant parental consents, which ensures children are cared for and safeguarded appropriately. All documentation and records are very well organised and confidentially maintained. Children's safety is given high priority as comprehensive risk assessments are used, which take into account both the indoor and outdoor environment including outings, which ensures hazards for children are minimised. The childminder has a very good understanding of her role in safeguarding children in her care. She has updated her child protection training, therefore ensuring her knowledge is up to date and sound. She has detailed policies and procedures in place regarding child protection, all of which are shared with parents.

The childminder is proactive in keeping her knowledge relating to childcare and children's learning and development up to date, and as a result she has completed a number of relevant courses and workshops to enhance this knowledge and understanding. She has very good knowledge of the Early Years Foundation Stage (EYFS), having completed training related to this. She has taken time to complete her self-assessment in order to develop her strengths and identify any areas of weakness.

Partnership with parents is very strong, as the childminder values their contributions and input. For example, at the onset of a placement she shares her written policies and procedures with parents, as well as having a discussion about the service she provides and the requirements of parents for their individual children. The childminder has extremely positive letters about the care she provides, the range of activities and outings and how children are achieving and developing, from parents of children who are attending at present. She uses detailed information from parents to ensure learning opportunities are provided to meet each child's specific needs, taking into account their likes and interests. The childminder shares information on a daily basis with parents, as well as showing them photographs, children's work and journals. The childminder has made very good links with local nurseries and schools, and talks to staff about themes and activities.

The quality and standards of the early years provision

The childminder has good systems in place to ensure children make good progress across all areas of learning. She has started to use observation and assessment techniques, which are linked to the EYFS, to ensure she identifies children's progress and their next steps for learning. She plans and adapts activities according to children's individual needs and to ensure each child reaches their full potential. Flexible plans are in place to allow the childminder to respond to children's interests and to ensure children are happy and engaged in their learning and play. Children are able to make their own choices, as there is a very good balance between adult-led and child initiated activities. The childminder interacts very well with the children, as she spends time playing with them and ensuring she takes every opportunity to help children develop their skills for learning. For example, as all three children present worked together to join up the play road, she talked to them about which pieces might go where, and what colours the cars they were using were. The childminder also stated that they choose a colour or shape when they go out for a walk and see how many things they can see that match it.

Children make very good progress in their social skills, as they have regular opportunities to attend local toddler groups and childminder drop-ins. They also participate in a lot of physical activities with visits to parks, as well as using the well resourced outdoor area. Children visit the local library and have opportunities to select their own books. They have access to a laptop computer and age appropriate electronic games, which gives them the opportunity to develop their hand-eye coordination. There is a wide range of books and resources that show positive images of diversity and difference. As well as celebrating cultural festivals

and events.

Good health and well-being are promoted as the childminder uses her detailed information on children's dietary and health needs appropriately. There are comprehensive health and welfare policies and procedures in place, all of which are shared with parents. Hygiene procedures are promoted, as the childminder talks to children about the need to wash hands at appropriate times. Parents provide children's meals, however the childminder provides children with healthy snacks. They also have opportunities to participate in age appropriate cooking sessions. Children have good knowledge of safety while in the home and while out and about with the childminder, she takes time to talk to them about road safety and staying safe in the park.

Children are very happy and settled in the childminder's home. She is very responsive to their needs and ensures they feel comfortable and secure whilst in her care. Children are very well behaved, they have good manners and respond well to the childminder's routines and boundaries. The childminder provides a positive role model to encourage children to share, take turns and respect others, children respond very well to the praise and encouragement she gives them.

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?	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

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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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