

Inspection report for early years provision

Unique reference number	EY200384
Inspection date	22/01/2009
Inspector	Jacqueline West
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 was registered in 2002. He lives with his wife and two children aged 16 years and 13 years. They live in the residential area of Gateshead in Tyne and Wear. The childminder's home is accessed by a small step. The whole of the ground floor and the bathroom on the first floor of the childminder's home is used for childminding. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He is registered to care for a maximum of six children aged under eight years at any one time. He also cares for children aged over eight years. There are currently nine children on roll. Of these, seven are in the early years age range. The childminder works in partnership with his wife who is also a registered childminder. When working with her she is registered to care for a maximum of eight children aged under eight years. Of these, not more than six may be in the early years age range. The childminder cares for children on weekdays from 07.30 to 18.00 for 48 weeks of the year. He has completed a relevant training course and holds a current paediatric first aid certificate. He takes and collects children from the local school and attends the local parent and toddler group.

Overall effectiveness of the early years provision

Children are cared for in an caring and stimulating environment. Activities are based on the individual child which ensures that they enjoy their time at the setting. Good links have been developed with parents, which ensure that they are kept well informed about their child's progress. The childminder demonstrates a positive attitude to providing an inclusive environment and to liaising with parents and other professionals in order to meet children's needs. The childminder is continually monitoring the care and education he provides, in order to effectively maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop the risk assessments to cover anything with which a child may come into contact.

The leadership and management of the early years provision

The childminder works alongside his wife. They work very well as a team and complement the provision as a whole. The childminder is well organised and provides a safe and caring environment that helps children feel secure and valued. Written documentation required to effectively support the service is in place and is well organised. For example, the collection procedures are robust, which results in children being well protected. The recommendation made at the last inspection has been met, the childminder has attended a relevant first aid course, which has a

positive impact on children's well-being.

Children are actively encouraged to develop an understanding of how to stay safe, for example, to pick up toys off the floor so they do not trip. A written risk assessment highlights possible hazards for children, however, they do not cover anything with which a child may come into contact. This results in the opportunity for some hazards to be missed during the assessment procedure. The childminder demonstrates a good knowledge and understanding of safeguarding issues and the procedures to follow should he have concerns about children's welfare. A copy of the recommended documents and contact details for the Local Safeguarding Children Board are readily available to support the childminder's own safeguarding procedure. Consequently, children being kept safe from harm.

The childminder has built good relationships with parents. He uses the parents comments to help evaluate and assess the quality of service, care, and education provided. At the initial meetings he obtains detailed written information to help with the smooth transition and supports him in meeting the child's needs. Parents are kept well informed of their children's progress and achievements through verbal feedback, written diaries and individual photograph albums that identify learning. The childminder has made links with the schools and obtains information from them to carry on at home to support individual learning.

The quality and standards of the early years provision

The childminder has a growing knowledge of the Early Years Foundation Stage. Children make good progress across all areas of learning and development. They are provided with a range of stimulating opportunities that motivate children to learn, such as playing musical instruments. During this activity the childminder continually changes the rules to encourage the children to listen and think. The available space is very well organised, some resources are set out for the children to freely access, such as books, musical equipment and farm. Other resources are alternated to stimulate the children's interests. For example, during a junk modelling activity, the children accessed the materials needed and started to self-select, build, cut and work as a team, while being fully supported by the childminder. This develops children's self-esteem and confidence. The childminder continually observes the children's play, which he then uses to plan the next steps in the child's learning. He is also beginning to link children's development to the early learning goals.

Children benefit from a good balance of adult-led activities and child-initiated play. The childminder knows the children very well and supports learning on their level. Spontaneous everyday activities effectively challenge children's learning. For example, when the childminder starts to prepare the environment for lunch, the children quickly become involved, sweeping the floor and washing the tables and plates. The children work well as a team, beginning to understand the need to share and take turns while gaining an understanding of why such procedures take place. Children regularly use mathematical language in play, when describing objects, such as big and little. Children's knowledge and understanding of the wider world is promoted through access to resources that reflect the diversity of

society. They also learn about the festivals and celebrations of different cultures, including Christmas and the Chinese New Year.

Children's health is promoted well. The childminder takes into account children's dietary needs and provides them with nutritious meals including fresh fruit, vegetables and regular drinks. Fresh drinking water is readily available to keep children hydrated. Children's physical development is well promoted and the childminder acknowledges the benefit children gain from fresh air and exercise. For example, they regularly visit local parks and go for walks. Younger children attend playgroup, where they access additional play experiences and interact with peers. This helps to promote children's physical development and well-being. The childminder demonstrates a good understanding of appropriate behaviour management strategies. The children are aware of the rules and boundaries. Consequently, their behaviour is very good. Children are safeguarded well as the childminder's home is secure at all times. They are able to move freely as there is adequate space, which is clean and well maintained. This reduces the risk of accidents.

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

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.