

Inspection report for early years provision

Unique reference number	EY293118
Inspection date	17/03/2009
Inspector	Anthea Errington
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 2004. She lives with her husband and three children in the residential area of Wallsend, North Tyneside. 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. She is registered to care for a maximum of five children aged under eight years. She also cares for children aged over eight years. There are currently three children on roll, of whom two are in the early years age group. The childminder cares for children on week days throughout the year. The childminder is a qualified Nursery Nurse, has completed relevant training courses and holds a current paediatric first aid certificate. She takes and collects children from the local school and attends local parent and toddler groups.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children are cared for in an extremely stimulating, caring and inclusive environment where they are highly valued. Children are extremely eager to participate in the wealth of activities provided and the childminder has a clear understanding of the Early Years Foundation Stage (EYFS) to ensure children are provided with an exceptional range of activities to help them make very good progress. Relevant documentation is in place to ensure children's safety including risk assessments. However, the fire evacuation record is limited in detail. The childminder is aware of the importance in maintaining continuous improvement and effectively uses self evaluation documents to support her.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- record sufficient detail in a fire log record of fire evacuation practices.

The leadership and management of the early years provision

Children move around confidently in the stimulating and caring provision making choices from the considerable range of toys and resources. The childminder is fully committed to developing her knowledge and practice and has attended a number of relevant training courses including promoting inclusion, safeguarding, observation and assessment, and EYFS workshops. She welcomes future training with regard to the care and education she offers, to further enhance the very good care she already provides. The childminder uses her observation and assessment skills well to identify children's stages of development to enable her to plan effectively for their next steps of learning. A self evaluation document has been

completed and it is clear from discussion and written evidence that self evaluation supports the childminder to make continuous improvements by identifying key strengths and areas for improvement within her provision. Recommendations made at the last inspection have been addressed. For example, the childminder has increased her written policies and procedures, which she states helps her to work more closely and effectively with the parents of minded children.

High emphasis is put on partnership with parents, which has a positive impact on children's overall well-being. When a child starts, parents are provided with and asked to complete an attractive 'all about me' booklet. This includes details personal to their own children including emergency contact numbers and dietary requirements. The childminder gathers information about the children's individual starting points and stages of development. Children's learning and development are recorded in their individual files, which the childminder shares with parents along with daily diaries to keep them fully informed of their children's learning and progress. Parents benefit fully from the very well organised, informative policies and procedures which are personal to the setting. In addition they have access to further written information with regard to the EYFS and general childcare information. Parents are extremely positive with regard to the care and learning their children receive. They state they have no concerns with regard to the care their children receive and they always come back to a happy, well looked after child. The childminder has established successful links with other providers such as the nurseries children attend. They share relevant information in order to ensure continuity and provide the best learning opportunities for children. For example, the childminder requests copies of the nursery curriculum and plans and extends this into her own home to fully support children's learning within the EYFS.

The childminder understands her role in safeguarding children as fundamental and is confident and knowledgeable in the procedures she is required to take should she be concerned about a child in her care. Relevant documentation required for the safe management of the provision is in place. This includes effective written risk assessments for indoors, outdoors and outings, which ensures that children are cared for in a very safe environment. Safety gates, socket covers, safety film on mirrors and kitchen door locks are fitted which further protect children's safety. Fire evacuation is practised and logged, however, it is limited in detail.

The quality and standards of the early years provision

Children are clearly interested and engaged in their environment, and are making extremely good progress in all areas of their learning and development. They are confident and inquisitive learners as they make independent choices from the extensive range of toys and resources available to them. The childminder provides a highly effective balance of adult-led and child-initiated activities to ensure children are interested and motivated to learn. She has a secure knowledge of the EYFS and uses her observation and assessment skills very well to identify children's stages of development to enable her to plan effectively for their next steps of learning. For example, she noted that children were confident in recognising primary colours whilst painting and has now introduced a further range of mixed colours to extend their learning and understanding.

Children are extremely confident and relaxed in the childminder's care and enjoy her company and involvement in their play. They are fully involved and engaged in their play and show good levels of concentration. For example, they carefully fill the toy bus with the small world figures engaging in their imaginative play and developing their problem solving and numeracy skills as they learn of shape and space. They take the figures on a journey and then place them around the small tables chattering to them at all times. The environment is very well organised to support children to make confident choices. They select from an extensive range of well maintained toys and resources and are well aware that the musical and computerised toys require them to press buttons to make them work, which helps to develop their understanding of information technology. They handle books extremely carefully and are beginning to understand that the pictures provide meaning to the story, supporting their communication and language skills well. Children have excellent opportunities to develop their knowledge and understanding of the wider world. They have access to an extensive range of toys, books and puzzles displaying positive images of people which are readily available to them and used on a daily basis. Various festivals and events are celebrated and the children dress up and enjoy craft and baking activities to develop their understanding. For example, they decorate biscuits in rainbow colours and colour in pictures of Irish leprechauns to celebrate St Patrick's Day. This provides them with great opportunities to develop their fine motor skills and hand-eye coordination as they skilfully handle crayons and pencils to create their pictures. Children have great opportunities to learn of caring for animals as they recently attended an event where they were able to handle spiders and reptiles. The childminder skilfully builds on children's interests of nursery rhymes and provides them with resources to extend their learning and creativity. For example, children select a toy from the song bag and enthusiastically sing their favourite songs along with the childminder, such as 'the wheels on the bus' and 'insy winsy spider'.

Children enjoy plenty of fresh air and regular exercise when they visit local parks or play in the childminder's garden. Highly effective procedures are in place to ensure children are cared for appropriately when ill. This reduces the risk of the spread of infection. Essential information on children's dietary requirements is sought before the children attend to ensure these are met. Children are encouraged to develop good habits and behaviour through the effective strategies implemented by the childminder. She has realistic expectations in accordance with each child's age and stage of development and is a positive role model. She provides praise and encouragement to help children behave well and uses stickers along with lots of praise and encouragement as a reward for positive behaviour.

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?	1
How well does the provision promote inclusive practice?	1
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?	1
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?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.