

Inspection report for early years provision

Unique reference number	EY315057
Inspection date	08/05/2009
Inspector	Kathleen Snowdon
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 was registered in 2005. She lives with her husband and five year old son in Felling, Gateshead. Her home is close to all facilities, including local schools and nurseries. All rooms on the ground floor are used for childminding and there is a fully enclosed back garden for outdoor play. The childminder has a dog.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of five children at any one time and currently there are two children in the early years age group on roll; older children attend also. The childminder takes children to local nurseries.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder understands and meets in full the needs of every child she cares for. This inclusive approach promotes children's welfare and helps them make good progress in their learning and development. Although she has not attended any recent courses on child protection, the childminder is committed to on-going training. Alongside good partnership working and effective self-evaluation, this means the scope for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- update awareness of safeguarding children issues, for example, by attending relevant training and obtaining a copy of the publication 'What To Do If You're Worried A Child Is Being Abused - Summary'.

The leadership and management of the early years provision

Documentation is well organised, readily available and stored securely to protect confidentiality. All essential records and written policies are in place and details are amended as soon as changes occur to keep information up to date and accurate. The registration certificate is prominently displayed to allow scrutiny and contracts are used to set out clearly the expectations of both the childminder and parents.

Partnership with parents is good. Parents receive a 'Welcome Pack' at the beginning of the arrangement to give them an insight into the childminder's work. Thereafter, daily discussions, texts and photographs keep parents informed about the children's progress and their recent experiences. This is consolidated by the sound links the childminder has made with teaching staff in nurseries attended by the children. These enable her to complement the care and education the children receive there.

Recommendations made at the last inspection have been addressed and the childminder has made good efforts at self-evaluation. She reflects on her practice and has identified areas for improvement. Participation in relevant and essential training, such as first aid, keeps her practice well-informed. However, there has been no recent training in child protection issues nor does the childminder have a copy of the Government publication 'What To Do If You're Worried A Child Is Being Abused - Summary'.

Nevertheless, safeguarding is given good priority overall. The childminder's awareness of the signs and symptoms that indicate abuse and neglect is good, which helps to protect children from unsuitable people and situations. Thorough risk assessments are carried out. These include all the furniture, areas and equipment used by the children and help to minimise risk indoors and out. As well as this, children learn effective ways to stay safe. For example, they practise road safety and fire drills.

The quality and standards of the early years provision

The children's welfare is promoted by the emphasis placed on children's health and well-being. For instance, appetising and nutritious meals and snacks encourage the children to develop healthy tastes and preferences, while good quality outdoor play equipment helps them to be active and keep fit. Consistent routines, such as hand washing before meals, teaches children about the importance of personal hygiene. Coupled with the sensible policy for sick children, this contains the spread of common illnesses and infections.

The childminder links the regular observations and assessments she makes of the children to the Early Years Foundation Stage and establishes children's starting points and abilities. She uses this information, and her knowledge of children's personal interests, to plan indoor and outdoor activities that cover all areas of learning and help children to make good progress towards the early learning goals. Consequently, there is ample scope for children to have fun and enjoy themselves.

For example, they enjoy walks to the park where they use binoculars, feed the ducks and water plants and trees. These opportunities allow children to observe aspects of the natural world, while access to programmable toys helps their technological skills to flourish. Celebrating a range of festivals, such as Chinese New Year, increases the children's cultural awareness while positive depictions of gender, ethnicity and disability in a range resources encourage children to form respectful views of diversity.

Relationships are very good. The children are well supported by the childminder and as a result they are happy and secure. They receive sensitive guidance that helps them to behave acceptably and understand them right from wrong. Beneficial routines, such as tidying up or setting the table, help the children to acquire positive personal qualities, such as, helpfulness and responsibility, and they make friends and develop important social skills when they visit local toddler

groups. These beneficial early experiences allow children to make sound, subsequent relationships.

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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