

## Inspection report for early years provision

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<b>Unique reference number</b>	311703
<b>Inspection date</b>	03/11/2008
<b>Inspector</b>	Kathleen Snowdon

<b>Type of setting</b>	Childminder
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## 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 1986. She lives with her husband, who at times acts as her childminding assistant, and their adult son in Ryton, near Gateshead. Her home is easily accessible and close to facilities, such as local schools and nurseries. The whole of the ground floor is used for childminding. Children use an area at the front of the house for supervised outdoor play and use the back garden for supervised nature activities.

The childminder is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to look after a maximum of six children at any one time. Currently there are four children in the early years age group and five older children on roll; all attend at staggered intervals. The childminder walks to and from local schools and nurseries to take and collect children; she is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Children have excellent scope to reach their full potential. The childminder has very good understanding of their individual needs and interests and uses this to plan exciting activities that keep the children motivated and challenged. The childminder confers regularly with parents to gather their opinions about the service she provides; this enables her to evaluate her practice and make effective plans for improvement. Although one specific legal requirement was not met at the time of the inspection, the childminder gives very good regard to children's welfare in general.

## What steps need to be taken to improve provision further?

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

- record evacuation drills.

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

- notify Ofsted of any change of persons aged 16 years or older living on the childminding premises (Suitable People) (also applies to both parts of the Childcare Register)

10/11/2008

## The leadership and management of the early years provision

Documentation is very well organised and all essential records and written policies are in place. These are amended as soon as changes occur to keep information up to date and accurate. Records are stored securely, which exemplifies the

importance the childminder attaches to confidentiality. The registration and insurance certificates are displayed prominently, enabling interested parties to read the details.

The childminder gives very good priority to safeguarding children. She speaks knowledgeably about signs and symptoms that denote possible abuse or neglect and she is confident and well-informed about the procedures to follow should any concerns arise. Children's safety is further protected through the thorough and ongoing risk assessments that the childminder carries out. Alongside this, the childminder holds frequent evacuation drills which teach children how to stay safe in emergencies, however, drills are not recorded.

The childminder has forged strong links with parents. She uses their views and suggestions to refine and shape her practice so that it meets the needs of the children on roll. Parents are made fully aware of how to make a complaint and other important information. They have very positive views of the childminder and about the way she cares for and teaches their children. Parents describe her as 'caring, supportive and kind', say her home is 'warm and welcoming' and state that she has 'excellent childcare skills'.

Recommendations made at the last inspection have been met in full, showing the childminder's good capacity for improvement. As well as this, the childminder is committed to further training. Recent courses include safeguarding and first aid. Although Ofsted was not informed of a recent change in the childminder's household, which is a specific legal requirement of the statutory framework for the Early Years Foundation Stage, the childminder has very good understanding of her role and responsibilities overall.

## **The quality and standards of the early years provision**

The childminder is very experienced and has an excellent understanding of how children learn, enabling her to use a range of techniques and approaches that help children express their thoughts and opinions. This gives the childminder an insight into children's starting points and existing abilities. Highly perceptive observations and assessments form the basis of fascinating activities that tap into the children's natural curiosity and encourage them to think critically.

Excellent planning covers all areas of learning. It demonstrates that children take part in a very good mix of indoor and outdoor pursuits and adult-led and child-initiated activities. The childminder is extremely skilled at finding learning experiences for the children in everyday occurrences. For instance, on a trip to the butchers to buy sausages, the children learn about measure and how to count in sequence. This shows the children how to apply mathematics in practical situations.

Excellent opportunities increase children's awareness of the wider world. For example, they bird-watch and, under close supervision, study newts and frogspawn in a nearby pond. Using their first-hand observations of how nature works, they draw pictures of what they have seen and make determined efforts to find out more. This encourages the development of independent learning and research skills.

The children celebrate worldwide festivals and look at a range of resources that depict people from other cultures and of varying abilities and so form respectful views of diversity.

The childminder's well organised home provides an excellent learning environment for children. They have easy access to a wealth of developmentally appropriate, top-quality toys and resources. This enables the children to make choices and gives them huge scope in which to have fun and enjoy themselves. To consolidate this, the childminder gets on the children's level as they play. This offers the children very good support as they grapple with fresh concepts and acquire new skills and vocabulary.

The children behave very well. Simple but effective boundaries teach the children right from wrong and promote their moral development. Underpinning all this are the exceptional relationships that exist between the childminder and the children. The childminder is an excellent role model who offers children highly positive early experiences. These increase the children's propensity to learn valuable skills that contribute to their future well-being.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	1
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](http://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 (Providing information to Ofsted) 10/11/2008

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 (Providing information to Ofsted) 10/11/2008

## **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 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.