

## Inspection report for early years provision

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<b>Unique reference number</b>	318935
<b>Inspection date</b>	14/10/2008
<b>Inspector</b>	Jayne Utting
<b>Type of setting</b>	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 has been registered since 1997. She lives in the Kenton area of Newcastle upon Tyne, with her husband and two children. The ground floor of the home, and the bathroom and two children's bedrooms on the first floor are used for childminding. There is supervised access to a garden for outside play.

There are currently three children attending who are within the Early Years Foundation Stage (EYFS) age group. The childminder also offers care to five children aged over five years. Ofsted registers this provision on the compulsory and voluntary childcare register.

The childminder a member of her local childminding Network.

The family have a pet cat.

## **Overall effectiveness of the early years provision**

The childminder has a thorough knowledge of each child's background and needs, ensuring each child receives an enjoyable and challenging care and learning experience, tailored to meet their individual needs. An excellent role-model, she encourages children to develop a positive attitude to diversity, respecting individual and differing needs, as well as having confidence in themselves as unique individuals. Effective systems for the evaluation of the childminder's provision ensures she is aware of areas for development as well as her particular strengths. As a result, children's welfare, learning and development requirements are well met.

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

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

- utilise relevant information collected through self evaluation to identify clear actions ensuring continuous improvement
- build upon existing effective systems for observation and assessment to ensure the consistent identification of ongoing learning priorities for each child.

## **The leadership and management of the early years provision**

The childminder has a good understanding of the requirements of the Early Years Foundation Stage (EYFS), and has worked hard to develop a detailed range of policies and procedures to support the effective management of them. These include child protection, behaviour management, equal opportunities and complaints. This combined with up-to-date, confidentially stored records for attendance, medication administration, accidents and allergies, ensures children are well protected.

The childminder recognises the importance of continually developing her knowledge and skills and is currently studying for her Diploma in Home-based Childcare. In addition she has attended a number of short training courses including First Aid, safeguarding children and equality and diversity. A detailed and regularly reviewed risk assessment further ensures the suitability and safety of outdoor and indoor furniture, equipment and toys, minimising potential risks to children.

The childminder evaluates the quality of the service she provides. This is achieved through the informed completion of a self-evaluation form, as well as regular monitoring through the local childminder network and regular feedback from parents and children both verbally and through questionnaires. Whilst this process has been effective in identifying some areas for improvement, the childminder has yet to build on this information to identify clear actions for ongoing improvement.

The childminder has developed excellent links with parents, collecting and sharing relevant information, ensuring they remain actively involved in their child's ongoing learning and development. Daily verbal feedback and access to children's individual development files ensures parents are aware of their child's progress and significant achievements. The childminder uses picture messaging, enabling parents to receive photos of their children having fun whilst they are apart from one another. The childminder has also developed a diary system to ensure the efficient sharing of information between herself, and other providers of the EYFS who care for a particular child.

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

Children enjoy a wide range of well planned, fun and stimulating activities which take into account the needs and interests of each child, whilst ensuring a balance of adult and child led activities delivered through indoor and outdoor play. There are efficient systems to collect information from parents about what children enjoy and can do before they start. This combined with robust procedures for ongoing, purposeful observational assessments ensures each child receives a motivational learning experience. Children's progress and achievements are clearly recorded and linked to specific areas of learning. Observations are well supported with photographic evidence. Whilst the childminder is beginning to use observations to identify the next steps in each child's learning, this practice is not yet consistently applied.

Children love to listen to stories read by the childminder and this combined with regular trips to the local library helps children to develop an appreciation of books. Fun games such as 'I spy' are used by the childminder to help children begin to learn letters, linking these to the sounds they hear at the beginning of familiar words; 'a' for apple, for example. The provision of a range of puzzles, jigsaws and threading activities encourages children to explore the concepts of shape, size and pattern, whilst water, sand and baking activities are used as valuable opportunities to introduce mathematical language relating to weight and measurement. Children of all ages are given ample opportunity to express themselves freely and creatively

through an excellent range of media including collage, junk modelling, painting, drawing, music and movement. This combined with regular access to IT equipment ensures that children are developing skills to support their future economic wellbeing.

The childminder works hard to promote the benefits of a healthy lifestyle. She grows vegetables with the children in her garden and then uses these to prepare meals, encouraging them to try new foods in this way. This combined with ample opportunities for outdoor play ensures children's health and well-being is extremely well promoted.

Consistent guidance from the childminder ensures that children are aware of safety both in and outside the house, in daily routines and activities. For example, participation in regular fire drills helps to raise the children's awareness of how to stay safe in emergencies.

## 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?	1
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>	2
<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?	1
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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **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.