

## Inspection report for early years provision

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<b>Unique reference number</b>	311591
<b>Inspection date</b>	14/01/2010
<b>Inspector</b>	Janet Fairhurst
<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 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.

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## **Description of the childminding**

The childminder has been a registered since 1990. She lives with her husband and adult daughter, in the Felling area of Gateshead. The home is situated near to shops, parks, schools and nurseries. The whole of the ground floor and upstairs bathroom is used for childminding. There is a fully enclosed garden available for outside play. The home is accessed via a number of steps.

The childminder is registered to care for a maximum of six children under eight years at any one time. She is currently caring for two children in the early years age group. The childminder is registered on the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

All children and their families are warmly welcomed by the childminder. She demonstrates a positive attitude towards including all children and has good procedures in place to gather relevant information from parents about children's individual needs. The childminder has a good understanding of the Early Years Foundation Stage (EYFS). As a result, children are making good progress in their learning and development. Relationships with parents and carers are good, helping to promote continuity of care and support children's learning and development. The childminder uses effective methods to regularly evaluate her practice and is committed to continuous improvement.

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

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

- continue to develop existing systems for observational assessment, to include the recording of the specific areas of learning.

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

The childminder has a good knowledge of safeguarding issues in order to protect children. For example, her safeguarding policy is comprehensive and shared with parents. All adults within the household have undergone appropriate vetting procedures to ensure their suitability. She demonstrates a good understanding of the requirements of the EYFS. This is reflected in the detailed range of policies and procedures which she has in place and which underpin her practice, including child protection, inclusion, behaviour management and equal opportunities. This, combined with up-to-date records for attendance, medication administration, accidents and allergies, ensures children are well protected. A written risk assessment and daily safety checks ensure the suitability of indoor spaces,

furniture, toys, and equipment. This, combined with appropriate supervision, minimises any potential risks to children.

The childminder promotes equality and diversity, through enabling all children to participate in activities and differentiate their experiences, to reflect their age and stage of development. Children are beginning to develop an understanding of differences through daily routines and making their own choices. All children are able to participate fully in the activities and experiences, ensuring they are all gaining the most from their time at the setting. A dedicated playroom is available, where children access resources that are interestingly presented and easily accessible to all. This means that children develop a good level of independent learning skills and are motivated to explore the resources, which they use well. The childminder has developed good relations with parents and actively encourages the ongoing two way flow of relevant information about individual children. Daily verbal feedback, daily dairies and access to children's individual development files, keep parents informed about their child's progress. In addition, parents are asked to read all policies, including complaints. The childminder has also developed a good working relationship with other providers of the EYFS, ensuring the efficient exchange of relevant information.

The childminder is committed to developing her own knowledge further and has attended numerous training courses, which she uses to promote outcomes for children. For example, she has achieved her level 3 in Home-based Childcare and has completed a National Vocational Course level 3 in childcare, safeguarding children, first aid certificate and several short term courses. This ensures that children are well cared for by a knowledgeable and enthusiastic childminder. The childminder effectively evaluates the care and education she provides. She welcomes feedback from parents about the quality of the service she provides and works closely with other local childminders and Sure Start development workers. The recommendations raised at the previous inspection have been positively addressed.

## **The quality and standards of the early years provision and outcomes for children**

Children thoroughly enjoy a wide range of fun and challenging activities. The childminder puts the emphasis on free play, so that children are able to use the resources imaginatively and follow their natural curiosity as learners. It is evident that the childminder knows all the children very well, as she confidently talks about what children can do and how she is planning to move them on to the next steps in their learning. Planning is flexible, with daily activities based around the needs and interests of the children. The childminder has robust procedures in place for ongoing observational assessment. The development files for each child are well supported by photographic evidence and used to identify the next steps in children's development. However, links to the specific areas of learning are not identified.

Children have clearly formed secure relationships with the childminder. Their individual needs are clearly understood and met very effectively. For example, shy

children are sensitively introduced to the inspector, so they eventually feel safe and secure to be confident with visitors to the home. Children are encouraged to listen to one another and play happily together. This, combined with the good example set by the childminder and her appropriate procedures for behaviour management, ensures all children learn right from wrong. The children engage confidently in conversation, chatting about what they have played with at nursery that morning. Whilst being fully involved in the children's activities, the childminder prompts their thinking and discussion, by talking to them about what they are doing. Babies are included in the conversation and make good attempts to repeat some of the words. Simple games, such as snakes and ladders, help to develop children's awareness of counting, simple addition and subtraction. Access to a range of jigsaws, threading teddies and construction toys, encourage children to learn about the concepts of shape, size, and colour. Children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. They travel by public transport to visit nearby towns, parks, supermarkets and shops. The childminder undertakes regular visits to the toddler groups, where children have opportunities to socialise with others. Children have good opportunities to use their creative imaginations through craft activities, including, painting, drawing, music, and movement. They build tents using the furniture, rugs and blankets and dress up in various costumes, becoming excited as they invite adults to watch them dance in their show.

Children adopt good personal health and hygiene practices. They follow the good role model of the childminder, who keeps her home clean and well maintained. Children do not attend if they are sick, which enables the childminder to protect others from illness. Regular fire drill practises and reinforcement of basic road safety further contribute to children developing an awareness of how to keep themselves safe. Children are able to rest and sleep according to home routines. They enjoy being active and have plenty of chances to safely use their energy in the fresh air. For example, when playing in the garden, visiting local parks or soft play centres. Appropriate routines for younger children in respect of feeding, sleeping and playing are well adapted to promote their good health and welfare. As a result, children are making good progress towards adopting healthy lifestyles. Children are well behaved and thrive on the positive praise they receive from the childminder.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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