

## Inspection report for early years provision

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<b>Unique reference number</b>	310074
<b>Inspection date</b>	20/07/2011
<b>Inspector</b>	Cathryn Parry
<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 1992. She lives with her husband, two teenage sons and adult daughter in the residential area of North Gosforth in Newcastle upon Tyne. The whole of the ground floor and the bathroom on the first floor of the childminder's home is registered for childminding. There is a fully enclosed garden for outside play. The childminder cares for children Monday to Friday from 7.25am to 6pm for 48 weeks of the year.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. There is currently one child on roll and the child is in the early years age group. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is willing to collect children from the local school and attends several toddler groups on a regular basis, one of which she runs. She receives support from the local authority and has successfully completed a recognised quality assurance scheme.

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

Overall the quality of the provision is good.

Children are well settled in the friendly and welcoming environment. The childminder demonstrates a positive attitude to providing an inclusive environment. Good levels of support are provided to ensure all children have opportunities to make progress in their learning and development. A real strength of the setting is the way children are encouraged exceptionally well to adopt healthy lifestyles and make a positive contribution. Systems for tracking children's achievements and involving parents and carers in the ongoing observation and assessment process are being further developed. The childminder liaises with an early years professional from the local authority as part of the process to ensure continuous improvement is effectively maintained.

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

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

- develop further systems for summative assessment with particular regard to tracking children's progress in their learning journeys
- develop further systems to involve parents as part of the ongoing observation and assessment process.

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

Children are able to progress well in a safe environment. The childminder has a very good understanding of her role and responsibility concerning safeguarding. As a result children's safety and well-being are ensured. Regular risk assessments take place. The childminder has taken action to ensure that any hazards within her home have been minimised, so that children can play safely. The childminder furthers her childcare knowledge by attending a variety of training. Regular checks and cleaning keep the broad range of toys and resources in a good condition. This ensures that children handle items that are clean, safe and easily accessible.

Equality and diversity is promoted throughout all aspects of the setting. Relationships with parents and carers are good as the childminder keeps them fully informed on a daily basis of their children's progress and welfare. This happens verbally, with written diaries and by sharing children's learning journeys. However, systems to involve them in the ongoing observation and assessment process have not been fully explored. The childminder has a secure understanding of the advantages of liaising with other professionals to meet children's individual needs. There are currently no children attending who access care and education in more than one setting. However, the childminder demonstrates a good understanding of the benefits of sharing relevant information with other practitioners to ensure continuity and cohesion.

The childminder clearly demonstrates she has the capacity to tackle priorities, she has identified areas to improve outcomes for children. She effectively evaluates her practice to ensure the needs of those attending are well met. Within the self-evaluation process, the childminder welcomes any feedback from parents, carers, children and other professionals. This contributes to promoting an inclusive environment.

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

The childminder clearly demonstrates a good understanding of the Early Years Foundation Stage framework and implements it successfully. She knows the children well and clearly discusses their progress towards the early learning goals. Activities are planned taking into account their interests and capabilities. Individual learning journeys include photographs and observations detailing experiences children have enjoyed. However, systems for summative assessment with regard to tracking children's progress in their learning journey records are not always consistently implemented.

Practical, worthwhile daily activities provide very good opportunities for the children to develop skills in each of the areas of learning. They are confident and very well settled with the childminder. Children demonstrate an extremely strong sense of belonging and show exemplary behaviour. They develop a sensitive awareness of diversity and an understanding of the needs of others. This is

achieved through a range of activities and resources, which promote a positive outlook of the wider world. Children's communication skills are fostered well resulting in good interactions between themselves and the childminder. They are gaining confidence in using numbers in their play as they count the animals on the toy farm and weigh ingredients for baking. Effective use is made of the local area giving children a breadth of opportunities. Examples of this are where they visit the lighthouse, garden centre and farm. A wide variety of creative activities, including feet painting, making masks and finger puppets, promote children's self-expression whilst having fun. Children develop and test their physical skills through engaging in a wide range of stimulating, daily indoor and outdoor experiences. They use the computer with increasing skill, including writing and then printing their own books. In this way, they effectively develop skills for the future.

Children demonstrate a sense of security in the childminding environment. They are effectively learning to keep themselves safe, for instance, as they participate in activities about people who help us. The childminder actively manages a superb balance of meeting parental wishes and encouraging healthy food options, such as fresh fruit and vegetables. Opportunities to plant and nurture peppers, lettuce and radishes and to make fresh fruit salad, significantly enhances good lifestyle habits. Children show an exceptional understanding of the importance of following good personal hygiene routines and are becoming increasingly independent in their personal care. This is imaginatively encouraged through planned activities, including visiting the dentist and bathing the baby dolls.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children make a positive contribution	1
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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