

## Inspection report for early years provision

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<b>Unique reference number</b>	EY292176
<b>Inspection date</b>	04/10/2011
<b>Inspector</b>	Sylvia Cornock
<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 2004. She lives with her husband and their child aged eight years. The family live in Wolstanton, Newcastle, Staffordshire. The whole house is used for childminding purposes. There is a secure garden available for outdoor play. The family have two pet cats.

This childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under the age of eight years at any one time. She is currently minding five children within the early years age group and offers care to children over five to 11 years.

The childminder has completed required basic childminding training and holds Nursery Nurse Examination Board (NNEB) qualification. The childminder attends local parent and toddler groups and Childcare Centres on a weekly basis and is a member of the local childminding network and the National Childminding Association.

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

Overall the quality of the provision is good.

Children's welfare, safety and well-being is safeguarded through good procedures. Activities provided are exciting, age related and support children in developing skills for the future. Children are respected and valued as individuals and they make good progress in their learning and development. The childminder values children's individuality and offers a totally inclusive environment. The childminder continually uses effective self-evaluation to promote continuous improvement, and has addressed the one recommendation from her last inspection. The childminder values the importance of working together to promote high quality education and care through working in partnership with parents and others.

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

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

- incorporate technology resources that children recognise into their play, such as a camera.

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

Children's safety and well-being is well protected through the childminder's awareness of appropriate safeguarding policies and procedures. Accurate documentation protects the welfare of the children, meets all requirements and is stored to respect confidentiality. The childminder's home is well organised and

maintained to meet children's individual needs. Areas and resources are organised to promote children's independence and develop active learning. Activities extend to an area within the outdoors where the childminder provides a further range of challenging opportunities.

The childminder has completed good risk assessments which are recorded and reviewed for outings and on the whole childminding environment. The childminder promotes an enabling, inclusive environment where children are helped to value different aspects of their own and other people's lives. Children enjoy visiting places of interest where they meet and play with others. Resources, planned activities and a variety of pictures promote children's understanding of cultural diversity and disabilities.

The childminder is enthusiastic, conscientious and strongly committed towards continually improving the overall quality of care and education she provides for children and their families. She has completed self-evaluation to highlight her settings strengths and weaknesses and has addressed priorities for improvement to bring about further improvement and promote positive outcomes for children. The childminder has a good relationship with parents and she shares her policies and procedures document with parents. She has introduced a learning profile book for each child and photograph albums of daily activities, which parents and carers can view at any time, to support their child's learning and development. Daily diaries are completed for each of the younger children, enabling parents to add their comments. The childminder has a full understanding of the need to work effectively with other practitioners or carers, for consistency in supporting children's learning and progress.

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

The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She has introduced a system for assessments and observations of children's development under the six areas of learning. She plans a balance of adult-directed and child-led activities. Starting points are clearly identified with parents when children join the setting, which forms a baseline to identify appropriate next steps in learning for individual children. Children are happy and confident in the childminder's home. The childminder knows children well and has a good understanding of children's likes, dislikes and capabilities. She skilfully develops children's early language and communication as she engages in conversation and uses resources to promote their interests. As a result, informal learning opportunities are maximised and children are offered appropriate challenges throughout the day to extend their knowledge and learning.

Children are encouraged to develop their independence as they make their own choices and decisions in the enabling environment. They have the opportunity to build with construction kits and use writing materials. They listen to sounds as they press the buttons on the programmable toys. However, other technology resources to support their play are limited. Children's differences are recognised and valued

and they share warm relationships with the childminder and are well behaved. Older children understand the rules of the house to ensure their safety. Good attention is given to developing children's knowledge and understanding of the world. Resources and many interesting outings in the immediate and surrounding area help children understand the world around them.

Children benefit from being cared for in a home which is clean, warm and well maintained. Individual routines are recognised and respected. For example, information about the child's day is shared with parents to promote good continuity of care. Stringent hygiene routines are followed to ensure children's good health. The childminder displays good hygiene procedures for the very young and clearly recognises the importance of outdoor play and activities to support children's physical development. Children enjoy nutritious meals and snacks and drinking water is freely available to ensure that children remain hydrated throughout the day. Close attention is paid to raising children's awareness of personal safety. Through discussions and practicing emergency evacuations of the premises and introducing stories and activities to promote children's learning on how to take responsibility for their own actions.

## 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	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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