

Inspection report for early years provision

Unique reference number	319066
Inspection date	08/02/2011
Inspector	Vivienne Dempsey
Type of setting	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 has been registered since 1999. She lives in South Gosforth with her two children aged 13 and 16.

She is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years.

She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association and is a member of the local childminder's network and also a qualified teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled because the childminder has developed a good relationship with parents to ensure children's individual needs are met. Children make good progress towards the early learning goals. Systems for observation, assessment and planning are in place and activities meet children's individual learning needs and interests. The childminder has a good understanding of the priorities for improvement. She has good systems in place to evaluate and reflect on the quality of provision she provides.

What steps need to be taken to improve provision further?

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

- ensure regulators contact details are up to date in complaints policy and procedure
- continue to develop links with other providers to ensure continuity in children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well, as the childminder has a good understanding of safeguarding issues and knows who to contact with any concerns. An emergency evacuation procedure is in place and regular fire drills are undertaken, which helps to protect children's safety. The childminder has been suitably vetted and ensures all areas of the home are safe for children to play. Written risk assessments for the home, garden and outings are in place, which further helps to protect children's safety. The childminder has a current first aid certificate and permission to seek

emergency treatment or advice is in place, which enables the childminder to act quickly in the event of an accident. A complaints procedure is in place and shared with parents. However, the recent change of contact details of the regulator has not been updated in the complaints policy and procedure.

The childminder has developed good relationships with parents. A wide range of practical information is collected through the children's records and a daily two-way sharing of information keeps parents fully informed of their children's progress. The childminder is building links with other providers, such as, local nursery schools. Good links are in place to ensure continuity of children's care. However, links to fully promote children's learning and development are still in the early stages. Although, there are no children currently on roll with special educational needs and/ or disabilities, the childminder has good systems in place to support them. She has an up-to-date knowledge of different cultures and resources and activities fully promote children's understanding of differences.

Resources are good and support children's learning and development very well. Children have independent access to activities and resources which enables them to make choices and decisions about what they do. The childminder is keen to develop the service she provides and works closely with the local authority advisors to develop her knowledge and skills. She uses the Ofsted self-evaluation tool to evaluate her practice and priorities for improvement are clear. This helps to promote outcomes for children.

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

Children are very happy and secure with the childminder and are keen to join in with planned activities. They enjoy the good range of resources and can access these independently with ease and confidence. The childminder knows the children well and provides a good range of resources and activities for their interests and stage of development. She has a good understanding of the six areas of learning and interacts with the children very well. Good systems are in place to observe and assess children's learning and development and development files show children's progress towards the early learning goals.

Children show a great interest in dinosaurs. The childminder supports children's interest and development by providing a wide range of relevant books and resources. They also visit the local museum to see the dinosaurs on display. Children enjoy sharing stories with the childminder and have fun using puppets linked to the stories, which encourages children to join in. The childminder encourages children to count the clock chimes, which helps develop their awareness of time and encourages them to use number names spontaneously.

Children understand and adopt healthy habits and children are keen to wash their hands before meals and snacks. The childminder provides a wide range of opportunities for the children to develop their physical. For example, they regularly visit the local parks and play areas which helps to develop their large physical

skills. Drinks are freely available which helps to keep children hydrated during the day. Children take part in regular fire evacuation drills and talk about road safety when walking in the local community. They always stop, look and listen before crossing roads, which develops their awareness of dangers and how to stay safe.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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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