

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY331492      |
| <b>Inspection date</b>         | 20/10/2009    |
| <b>Inspector</b>               | Shirley Peart |
| <b>Type of setting</b>         | Childminder   |

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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 April 2006. The provision is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She lives in a residential area in Walkergate, Newcastle upon Tyne, close to local schools, nurseries and shops. She lives with her husband child aged 14 years. The ground floor of the home and the bathroom on the first floor are used for childminding. There are enclosed gardens for outside play.

The childminder is registered to take a maximum of five children. There are currently three children attending who are within the Early Years Foundation Stage age group. The childminder also offers care to two children aged five years and over. All children attend on a part time basis.

She is a member of the National Childminding Association, and holds a level 3 NVQ in child care and the Diploma in Home-based childcare.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming environment where all children are treated equally. She recognises the uniqueness of each child demonstrating a commitment to equality. Children's development and learning needs are very well met, and most of their welfare needs are appropriately met. She works effectively with the parents, and is a committed childminder who uses self-evaluation effectively to constantly improve her practice to benefit the children.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- complete a risk assessment for each type of outing (Safeguarding and promoting children's welfare) 17/11/2009
- records must be easily accessible and available for inspection. (Documentation) 17/11/2009

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

- update the complaints information
- ensure that the fire guard is stable.

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

All adults in the household are vetted, and the childminder stated that all required documentation and information for accidents, medication administration, children's details and contracts are in place, although these were not available on the day of inspection due to some refurbishment taking place within the home. Making records available for Ofsted is a requirement. The childminder has a suitable understanding of safeguarding. She has attended updated training since her last inspection, and is aware of what to do if she has concerns about a child's welfare. She is dedicated to her role as a childminder, as she has successfully completed an NVQ in children's care and learning and the Diploma in Home-based childcare since the last inspection. A risk assessment on the premises and garden has been undertaken, although this was not updated and the recent versions were not available. There is also no risk assessment for outings which is a requirement. However, the childminder explains how she ensures children's safety, specifically when home improvements take place. The childminder has improved her complaints documentation since the last inspection, however, as the details for contacting Ofsted have changed again this was out-of-date. A good self-evaluation has been completed demonstrating that the childminder reviews and reflects on her practice. She identifies her strengths and targets for development, so that the quality of care for children is continuously improving.

The childminder recognises that all children have individual needs, and is well aware of their different stages of development. She finds out all she can from the parents at the start of a placement including language spoken, religion, diet and routines. Therefore she respects individual family backgrounds and cultures, to ensure that she provides a fully inclusive, welcoming service. Most of the toys are in good condition although some resources and areas are not currently being used, such as the rear garden, as this is due to be developed. The childminder often uses natural materials, such as old cardboard boxes for 'junk play' with the children, as she realises that this enhances their creativity.

The childminder has friendly relationships with the parents and provides a flexible service. She encourages social time as a group by providing Christmas parties and barbeques in the summer. She establishes everything with the parents, including children's family background and personal and emotional needs, so that she is able to tailor individual care to meet the whole families' requirements. The childminder also has good relationships with the local nursery and nearby Sure Start centre, and she has a close network of childminder's who get together to share ideas and resources, which ensures that good partnership working is in place.

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

The childminder has very good planning in place. She clearly understands what she expects children and babies to gain from an adult-led activity, such as icing biscuits, as she links this to their individual developmental stages. She has

recorded observations, takes photographs and keeps samples of children's art work in their individual files, although at present these do not clearly show the progress children make throughout the six areas of learning. However, she is well aware of how certain toys and activities help children to learn. For example, she knows that doing age appropriate jigsaws helps children to learn about shape and space, as they make good attempts at fitting them in correctly. She follows information from the Practice Guidance, which is prominently displayed to help her track what children can do along with their achievements.

The childminder recognises what children enjoy doing and provides activities that promote and encourage their interests. For example, when children spontaneously dance and wiggle to the musical toy, she puts on the children's music and gets out the musical instruments so that child-initiated play is very well promoted. Children clearly enjoy these activities as they happily dance, rattle shakers and tambourines and make good attempts at banging the symbols. Children are animated and happy. They relate well to the childminder and have clearly built up good relationships as natural, warm interaction is apparent. Babies are beginning to feel secure as they crawl towards her and explore the environment independently. The childminder is fully involved with the children as she sits on the floor with them supporting their play and language development, as she makes statements that children understand and introduces new words which children repeat successfully.

Children make a positive contribution and develop skills for the future appropriately. For example, children and babies watch each other as they play, and like to sit together on the childminder's knee. Older children demonstrate care and concern towards babies as they reach out to kiss and cuddle them, and they also know how to turn on simple equipment, such as the musical toy. Babies have plenty of clear, safe floor space to crawl and pull themselves up onto the furniture and the childminder ensures that toys are put away after use. Although the fire is not used, the fireguard is unstable as this is not attached to the wall. Children practice fire drills with the childminder and she uses books and puzzles to reinforce their learning about safety, so that they are helped to gain a suitable understanding of how to stay safe. She is well aware of each child's dietary needs and how to encourage children to eat well through exploration and experimentation with food as they grow and develop. The children have plenty of fresh air and exercise as they use the local park regularly, and are taken out in the double buggy on a daily basis which helps to promote a healthy lifestyle.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <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

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|------------------------------------------------------------------------------------------------------|---|
| <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                                           | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding                                                                    | 3 |
| 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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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <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                           | 3 |
| 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       | 3 |

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## **Annex B: the Childcare Register**

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|---------------------------------------------------------------------------------------------------|-----|
| 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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