

## Inspection report for early years provision

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<b>Unique reference number</b>	EY293534
<b>Inspection date</b>	19/11/2008
<b>Inspector</b>	Sharon Greener

<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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder was registered in 2004. She lives with her three children aged five, eight, and 13 years. They live in the residential area of Biddick Woods, Washington, Tyne and Wear. The whole of the ground floor of the childminder's home is used for childminding. She is registered 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 aged under eight years. There are four children on roll aged from one to four years. She also cares for children aged over eight years. The childminder cares for children on weekdays from 07.30 to 18.00 for 47 weeks of the year. She has completed a relevant training course and holds a current paediatric first aid certificate. She takes and collects children from the local schools and attends local parent and toddler groups.

## **Overall effectiveness of the early years provision**

Children and parents are welcomed into a supportive environment where inclusive practice and mutual co-operation is well promoted. The quality of service, care, and education provided is suitably assessed and evaluated and the childminder identifies areas for further improvement well. The vast majority of documentation is in place and is very well maintained. Effective methods of determining children's initial abilities and of monitoring their ongoing development are in place and they make very good progress. Suitable links are established with other providers to have a beneficial impact on children's learning and development.

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

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

- continue to develop knowledge of the Early Years Foundation Stage to further support children's learning and development
- continue to develop procedures for recording risk assessments ensuring that information in respect of the garden is included
- continue to develop links with other providers delivering the Early Years Foundation Stage to further support children's learning and development.

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

The childminder has a very good understanding of the vast majority of policies and procedures, which are implemented effectively. Her awareness of safeguarding children is good and she has completed relevant training. A copy of the recommended child protection literature and contact details for the Local Safeguarding Children Board is available for reference purposes. Security is very well maintained. Strict procedures are in place regarding the collection of children. Appropriate fire safety equipment is provided and monthly fire drills are completed and recorded. In general, documents are very well presented and organised.

However, records of risk assessments do not include those in respect of the garden.

The childminder uses a mental evaluation process to assess the quality of service, care, & education provided. She is able to identify strengths and areas for development effectively. Appropriate action is taken to ensure that areas for improvement are well tasked. This has a positive impact on her practice. For example, she is committed to her continual professional development and accesses regular training, such as, Early Years Foundation Stage (EYFS), setting the standards.

Parents are provided with good quality information. Children's introduction into the childminder's care is tailored to their individual needs. Visits are used to help gradually introduce children to the childminder, her family, and home. Relevant information about each child is recorded to ensure that she is very familiar with children's needs. Effective use is made of observation and assessment procedures to positively promote children's development and learning. Individual observation sheets record children's current abilities and identify the next step to aid their progress. Respective parents are kept very well informed of their child's achievements, day-to-day activities and events through regular verbal feedback, daily information sheets, diaries and access to their child's developmental progress journal. They are encouraged to support children's learning through sharing relevant information.

## **The quality and standards of the early years provision**

The childminder has a satisfactory understanding of the EYFS and has attended relevant training. She provides children with easy access to a very good range of activities and learning experiences. A good variety of adult-led activities is used to further enhance and promote children's developmental progress. The childminder reads to children, provides keep-fit and cookery activities and special themed activities, such as, celebrating Halloween.

Children are cared for in a welcoming environment. The conservatory in particular is used very well to provide children with easy access to resources and activities within the constraints of safety. This helps to nurture their decision-making and independence skills, as they are able to self-select resources and make choices about their activities. Children benefit from regular outings to parks, green areas, and soft-play facilities. The childminder communicates effectively with children and makes efficient use of discussion and questions to support and extend their learning. For example, she readily praises a young child's attempts to say key words and echoes the words to actively encourage the child to repeat them. Some beneficial links have been fostered with other providers, such as, teaching staff. The childminder gleans information about current activities to enable her to mirror some activities and support children's learning.

The childminder has a very good knowledge of health and safety procedures and uses this very well to promote children's welfare. They are encouraged to adopt suitable hygiene practices and explanations are given as to how this has a positive

impact on their well-being. Hygiene standards are high and the childminder presents as a positive role model. Healthy eating is promoted and children have access to fresh drinking water. They benefit daily from outings, walks, and physical exercise. For example, children dance, do keep-fit and action games indoors. Younger children access additional play opportunities when attending local toddler groups.

The childminder has a clear understanding of acceptable behaviour management strategies. Children's behaviour is managed in a calm and consistent manner. They respond positively to this and are very well behaved. The childminder talks to children about the ground rules and gives simple explanations of these to help raise their awareness of danger. This helps them to preserve their own safety and that of others. Children are taught about road safety, not to approach or talk to strangers and to stay close to the childminder. Gentle reminders are given when needed to reinforce these rules. A visual risk assessment of childminding areas, equipment, and resources is carried out before children arrive each day. This is an ongoing process throughout childminding hours.

The childminder acknowledges the importance of raising children's awareness of the wider world and equal opportunity. A good selection of resources is provided to nurture children's understanding of such matters, for example, a good variety of books reflecting different cultures and religions. Festivals from various countries and cultures are recognised, discussed, and celebrated periodically. The childminder shows a good understanding of how to support children with learning difficulties or disabilities. She has a level 3 qualification in therapeutic strategies for children with additional needs.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.