

## Inspection report for early years provision

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<b>Unique reference number</b>	EY335104
<b>Inspection date</b>	04/03/2009
<b>Inspector</b>	Cathryn Parry
<b>Type of setting</b>	Childminder

## 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 2006. She lives with her husband and two adult children on the outskirts of Sunderland town centre. The whole of the ground floor and the bathroom on the first floor of the childminder's home are used for childminding. The childminder cares for children seven days a week from 06.00 to 22.30 for 50 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 range. She is currently minding four children in this age group. The childminder sometimes works with an assistant. When this occurs she is registered to care for a maximum of nine children under eight years at any one time, of whom, no more than six may be in the early years age range. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several parent and toddler groups on a regular basis.

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

Overall the quality of the provision is good. The childminder offers a very warm and friendly welcome to all children and their parents. The wide range of resources and experiences offered ensures all children have a very good opportunity to achieve and make progress. Systems to observe this progress are being developed. The childminder demonstrates a positive attitude to providing an inclusive environment. She has been proactive in accessing relevant training to increase her knowledge and has purchased a range of resources to meet specific needs. The childminder is very enthusiastic and links with childcare development workers and other childminders to continually improve the care and education she provides.

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

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

- continue to develop systems for making systematic observations linked to the expectations of each of the early learning goals.

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

The childminder evaluates the service she provides well. She gains feedback from parents both verbally and with written questionnaires to get a broader view. She has positively addressed the recommendations raised at the previous inspection. This has resulted in her increasing her resources to meet the needs of children who have English as an additional language and purchasing more equal

opportunities resources. She has also reviewed consents gained from parents and gained information with regard to safeguarding. Consequently, these improvements have had a positive impact overall on the children attending. The childminder recognises her strengths as her approachable nature and her very flexible working hours. She also demonstrates a professional approach to the care and education she provides, by always looking to improve all areas in some way.

The childminder has built very good relationships with parents. She is sensitive to their individual circumstances and is passionate about meeting the family's needs well. She talks to them daily about the activities their children have participated in and encourages them to be actively involved in their children's learning. She is starting to build links with other providers to ensure she can offer continuity and coherence where a child attends more than one setting, for instance when they go to nursery or school.

The childminder demonstrates a sound understanding of safeguarding issues. She has a written procedure in place and easily accessible contact numbers should she need to make a referral. Consequently, children are well protected. Visual risk assessments, which are recorded, take place daily. Therefore the risk of accidental injury is effectively reduced.

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

The childminder has a good understanding of the Early Years Foundation Stage. The lovely range of manmade and natural resources cover each of the areas of learning well. A very good balance of child-centred and adult-led experiences ensures appropriate challenge for the children's age and stage of development. Children have a strong sense of belonging due to the childminder's warm and caring nature. Her good understanding of their individual personalities promotes effective behaviour management. Children 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 really well, with the childminder effectively using tone and intonation, facial expression and body language. This results in good interactions between all children and the childminder. They freely access books from the easily accessible display and enjoy looking at them independently and with each other. Effective use is made of the local area giving children a breadth of opportunities and a better understanding of the natural world. Examples of this are where they visit the farm and the aquarium. A variety of creative activities, including hand printing, exploring musical instruments and drawing on canvas, promote children's self-expression whilst having fun. Interesting resources, such as a large caterpillar that says the corresponding number out loud when the digit is pressed, foster children's recognition of written numerals. Mathematical thinking is further encouraged as children weigh ingredients for baking. The childminder has a weekly routine planned and carefully considers which toys and activities to provide each day to encourage individual children to make progress. She has recently started to make written observations of children, which are linked to the early learning goals. However, these are not yet systematic and do not show achievements made in each area of learning.

Consequently, it is not easy to see steady progress throughout.

Children are safeguarded well as the childminder's home is secure at all times. This is supplemented with effective procedures for adults collecting children, including the use of a password system if needed. Children experience very good levels of supervision and all safety equipment is in place to ensure hazards are reduced. Children are cared for in a well-maintained environment, where toys and equipment are cleaned regularly. They are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. For example, they easily access paper towels to dry their hands and even younger children use wipes to clean their hands after their nappy has been changed. This encourages good lifestyle habits. A clear sickness policy offers parents information about exclusion periods for children who are unwell, ensuring children are not placed at risk of infection and illness. Children develop and test their physical skills through stimulating daily indoor and outdoor experiences. Examples of this are where the childminder devises an obstacle course for them to explore inside, as well as visiting the local park, which has large climbing equipment. Children are active or restful through choice and babies sleep in line with their individual needs and parent's wishes. Children's well-being is enriched through accessing a healthy diet. Meals and snacks provided include organic crunchy sticks, fresh fruit and roast chicken. They have a growing awareness of healthy food options, which is fostered through positive, appropriate discussions with the childminder. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being.

## 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.