

## Inspection report for early years provision

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<b>Unique reference number</b>	EY302262
<b>Inspection date</b>	12/01/2009
<b>Inspector</b>	Janet Fairhurst
<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 has been registered since 2005. She lives with her husband and four children aged 15, 14, five and three years, in Blackhill, Consett. The home is accessed by four steps. Schools, shops and parks are within walking distance. The downstairs of the home is used mainly for childminding, although children also have access to the bathroom on the first floor. Children have access to a fully enclosed garden for outdoor play.

The childminder is registered to care for four children under eight years. She offers a full time service, including after school and school holiday care. She is currently caring for five children of whom two are within the early years age range. She is a member of the local childminding support group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

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

Children are happy and settled in the childminder's care, and make good progress in all areas of their learning and development. Good arrangements are in place to ensure their safety and health. Strong links with others involved in children's care means that useful information is shared and children actively benefit from a consistent approach and good levels of support however, parents are not yet fully informed of their children's progress in the early learning goals. Effective policies and procedures underpin the service that is offered, although the complaints policy is not up to date. Inclusion is well promoted so children's individual needs are appropriately met. Strategies for self-evaluation provide an accurate assessment of the strengths and weaknesses of the provision.

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

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

- continue to develop the involvement of parents in their children's continuous learning and development for example, by sharing children's learning files
- review complaints policy to reflect regulators up to date contact details.

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

The childminder implements effective policies, which successfully promote children's safety and welfare and are shared with parents. She has reviewed her own safety procedures by assessing risks within the home, on outings and in emergency situations and has drawn up comprehensive risk assessments. All the required records are completed clearly and stored appropriately. Children are safeguarded from harm as the childminder has a good understanding of the signs and symptoms of child abuse and the procedure to follow should she have any concerns about a child in her care. Parents and carers are made aware of the

childminder's role in the protection of children.

The childminder establishes positive relationships with parents. There is comprehensive information supplied to parents in the form of written policies, portfolio and displays, however the complaints policy is not up to date in respect of the regulators contact details. The childminder shares verbal information on a daily basis with parents to ensure that all children's needs are met however, at present the opportunity to share their children's development records has not been offered. The childminder has established good links with other settings that children attend, offering and requesting information to contribute to planning children's progress. Written comments from parents express the many attributes they feel the childminder brings to their children's experiences.

The childminder has a strong commitment to her own professional development, using ideas gained on training to influence her practice, therefore, enhancing and promoting the outcomes for children. The childminder has addressed the recommendations from the last inspection, which contributes to improving her provision. She regularly reflects on the service she provides and takes account of the views of parents and children. She identifies areas for improvement and takes positive steps to address them. For example, she has attended training to keep up to date with regulatory changes and to increase her knowledge of safeguarding children and numerous short term courses to enhance children's play opportunities. By regularly reviewing her procedures and taking positive steps to address areas for improvement, the childminder ensures that children are well cared for and have opportunities to access activities that support their progress and development.

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

Children really enjoy their time with the childminder. The environment is bright and welcoming and where they are able to access toys and resources with ease, enabling them to make choices about what they play with. The childminder makes regular written and photographic observations of children. She uses these to assess children's stage of development and to plan activities to further extend their learning. The records provide ample evidence to show that children are making very good levels of progress in their learning and development. The childminder understands the stages of development that children pass through. This and a secure knowledge of the children she is caring for enables her to plan activities that extend children's learning and are suitable to their individual needs.

Children enjoy a wealth of opportunities to explore the outdoors for example, they visit the Centre for Life which encourages active questioning of science; visit the Roman Fort which introduces them to historical events and then complimented by the opportunity to try on costumes from that period really helps to bring their learning to life. Children enjoy all activities offered to them, show initiative in making their own decisions about their learning and as a result gain skills which contribute to their future well-being. They are inquisitive and stimulated by toys and activities that reflect their interests. Children are intrigued by the sound and are supported well to promote their sense of hearing by creating different sounds

using musical instruments. The childminder interacts with them in a lively and totally engaging way and they respond with enthusiasm, showing an eager disposition to learning. She is fully attentive to their conversations, effectively promoting language and social skills. They enjoy books as they snuggle alongside the childminder and turn the pages. Children count items in their play and simple addition and subtraction is reinforced through songs and action rhymes. Outings to places such as a Hall Hill farm, caring for ants and helping to plant spring bulbs in the community garden encourages children's interest in animals and nature. All this helps to promote children's positive attitude to caring for living creatures and the world around them. Children receive lots of praise, as the childminder warmly values their achievements, for example, using a star chart to recognise success in 'potty' training.

Children play in a safe and secure environment. Fire drills are practised regularly and recorded. The childminder has a high regard to children's safety when playing in the garden and when away from the home. For example, she has established a 'walking bus' where children understand the benefits of wearing reflective clothing and learn about road safety. The childminder promotes good hygiene as she ensures children wash their hands at appropriate times. Children may help themselves to a drink whenever they wish. They enjoy healthy snacks and meals which are freshly prepared by the childminder and also help in the preparation of meals, such as making sandwiches and pizza's. The childminder believes in positive discipline and this is reflected in the praise that children receive and to which they react positively. Success is celebrated and children's artwork is displayed prominently making them feel that what they have created is valued. Children also take great enjoyment from looking at the many photographs of themselves engaged in various activities. The childminder has a positive attitude towards diversity; children are treated with respect and made to feel good about themselves.

## 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?	1
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 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.