

## Inspection report for early years provision

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<b>Unique reference number</b>	312396
<b>Inspection date</b>	17/04/2009
<b>Inspector</b>	Jacqueline West
<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 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 2000. She lives with her husband and child aged nine years. They live in Hebburn within South Tyneside. The whole of the ground floor and the bathroom on the first floor of the childminder's home are used for childminding. She has a cat as a pet. The childminder cares for children on weekdays from 07.30 to 17.30 for 49 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 two children in the early years age group. She also cares for three children aged over five years to 11 years. This provision is registered on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several toddler groups on a regular basis.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder demonstrates a true interest and enthusiasm in how children develop. Planning and assessment systems effectively support individual learning. Consequently, children make very good progress in all areas of their learning and development. The childminder attends regular training courses to effectively maintain continuous improvement. She works exceptionally well with parents in order to fully meet children's individual needs. She is very willing to make links with other professionals. The childminder demonstrates a very positive attitude and is extremely committed to providing a fully inclusive environment.

## 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 self-evaluation.

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

- ensure an appropriate first aid qualification is obtained (Suitable people) (also applies to both parts of the Childcare Register).

30/06/2009

## The leadership and management of the early years provision

The childminder carries out a mental evaluation of her service. However, she has been unable to complete the Ofsted self-evaluation form, which has a slight negative impact on her long-term assessment of the provision. The childminder

identifies relevant training to further develop her knowledge in order to fully support the children in her care. For example, she is at present completing a Foundation Degree. Other recent training has had a positive impact and influences a rich and challenging environment, for instance, play for under two year olds, child protection, activities for over eight year olds and listening to children. However, the childminder does not have a current first aid certificate, which is a breach of the requirements. This has limited impact on the children's safety and well-being at this time. The certificate has only very recently expired is she booked onto a course in the coming weeks. In addition, the childminder is knowledgeable of the procedures to ensure children's safety. The recommendation raised at the previous inspection has been met. The childminder is fully aware to inform Ofsted of any changes or significant events. A detailed record of risk assessments both indoors and out minimises the risk of accidental injury well. Consequently, children are able to explore safely using good quality, clean and well maintained resources. The childminder is knowledgeable and ensures that effective steps are taken to safeguard and promote the welfare of children. For example, she discusses with the children how to keep themselves safe. Children's safety is further protected as they practise what would happen if the home needed to be evacuated.

High emphasis is put on partnership with parents, which has a positive impact on children's overall well-being. Parents are provided with exceptionally good quality information about the setting, such as written information about the Early Years Foundation Stage which links to the planning and assessment records. Parents benefit fully from the very well organised, informative policies and procedures which are personal to the setting. The childminder implements good procedures to help children settle into the childminding environment. For instance, children attend for short periods until they are settled. The childminder uses this time to observe and get to know the child, enabling her to follow their interests and provide accordingly, which results in happy, confident children. The childminder provides questionnaires for parents and children to ask them about the standards of care and learning. She requests suggestions that may improve the service further. Both parents and children respond very positively with their comments, including, 'I love coming to the childminder's, it's fun'. The childminder took on board some of the children's requests to paint more. There are currently no children attending who visit another setting delivering the Early Years Foundation Stage. However, the childminder demonstrates a true commitment and understanding of the benefits of making links should this occur.

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

The childminder is very professional and takes a real interest in increasing her knowledge of how children learn and develop. Consequently, the childminder has an exceptional understanding of child development and the Early Years Foundation Stage, which is implemented extremely well into her everyday practice and recorded in each child's journal. She uses her observation and assessment skills competently to identify individual children's stages of development to enable her to plan effectively for their next steps of learning. For example, she is supporting a child to gain confidence in various social settings. The childminder provides a highly effective balance of adult-led and child-initiated activities to ensure children

are interested, challenged and motivated to learn. On arrival to the setting the children choose their own play equipment, which helps nurture their interests and decision-making skills. The childminder observes the children's play and interacts when appropriate to extend learning. For example, after drawing a child began to hit the pencils together; the childminder was able to recognise by the child's facial expressions that they enjoyed the sound. The childminder promptly followed this interest by providing a wide range of good quality musical equipment that the child fully explored with delight.

The childminder is truly dedicated to providing a stimulating, enjoyable learning environment which values children as individuals. Consequently, children are very motivated and keen to learn. For example, the children actively move from one activity to another, showing increasing interest in all they choose. They build towers, dress up, mix sand and water, and explore the outdoors with magnifying glasses. Children have developed warm relationships. Their communication skills are very well supported. Familiar words are displayed around the home, as well as there being regular opportunities to make marks. For example, when playing with a toolbox the children started to measure the chair; the childminder extended learning by giving the children paper and pens to make marks representing numbers. Children are provided with an environment that encourages them to problem solve. For instance, they rolled various shaped objects down a slide and talked about which ones roll best and why. Children have excellent opportunities to develop their knowledge and understanding of the wider world. They have access to an exciting range of musical instruments, books and puzzles displaying positive images of others. They develop their understanding of information and communication technology as they play on a child's laptop; they pressed the buttons to make things happen and confidently informed the childminder of their intentions.

Children enjoy plenty of fresh air and regular exercise when they visit local parks and the beach or play in the childminder's garden. Children are provided with regular drinks to ensure they are well hydrated, such as after physical play activities. Children gain a positive attitude about health as talk about why it is good to exercise. The children choose their snacks and lunch to further develop their knowledge and trigger discussion about healthy eating. The childminder's flexible routine values the children's needs and incorporates time for quiet play and rest. Effective procedures are in place to ensure children are cared for appropriately when ill. This reduces the risk of the spread of infection. Children's behaviour is managed sensitively and positively by the childminder. She is a very good role model, resulting in the children's behaviour being good.

## 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?	1
The capacity of the provision to maintain continuous improvement.	1

### 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?	1
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>	1
<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

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR1.2) 30/06/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR1.2) 30/06/2009