

## Inspection report for early years provision

---

|                                |                      |
|--------------------------------|----------------------|
| <b>Unique reference number</b> | 313645               |
| <b>Inspection date</b>         | 07/07/2009           |
| <b>Inspector</b>               | Andrea, Jane Lockyer |
| <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 has been registered since 1982. She lives with her husband in a house in the Witton Gilbert area of County Durham. Local amenities and public transport systems are within walking distance. The whole of the ground floor area is used for childminding purposes, access to the first floor is restricted to the use of the bathroom. There is a suitable rear garden available for outdoor play. The family have a pet dog and two guinea pigs.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is currently caring for six children, two of whom are in the early years age range. The childminder receives support and training from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder provides a safe, caring environment for children in the Early Years Foundation Stage (EYFS). Effective relationships with parents have been developed, which ensures that children's individual needs are met. Children are making steady progress in their learning and development and the childminder provides an interesting and stimulating range of activities. Most required records and documentation are in place. The childminder has a positive attitude towards evaluating her practice, however there are no systems in place to ensure a cycle of continuous improvement.

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

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

- develop knowledge of the Early Years Foundation Stage so that planning, observation and assessment systems ensure that children are continually challenged and extended across all areas of learning and that their progress is effectively tracked through the early learning goals
- develop systems to further improve self assessment to ensure this is focussed on improving outcomes for children.

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

- keep a record of risk assessments carried out both in and out of the premises and for outings ( Suitable premises, environment and equipment)

07/08/2009

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

Children benefit from the effective relationships established between the childminder and parents, to ensure that their individual needs are continually met. Good systems are in place to ensure that the childminder meets all children's needs especially specific health and dietary requirements. The close liaison with parents continues as information is exchanged on a daily basis. Parents are informed about the activities their children take part in, and have opportunities to discuss their child's progress with the childminder. Parents are provided with a good information package, both written and verbal which keeps them well informed about all aspects of the childminder's provision.

The childminder has a clear understanding of her role to safeguard children. She is well informed about possible signs and symptoms of abuse and the procedures to follow should she have any concerns. However, there is no written child protection statement, which is a specific legal requirement. The childminder carries out visual safety checks within the home and garden and follows good safety procedures when on outings. This ensures that children remain safe at all times. However; there are no written risk assessments for the indoors, outdoors or for outings, which is a specific legal requirement. Children are able to move around freely and safely in the well organised, suitable and safe environment. There is a good range of well maintained resources, equipment and toys, which are organised effectively to allow children easy access promoting their independence.

The childminder reflects on her provision and has taken reasonable steps to improve outcomes for children, such as implementing what she has learnt from workshops and training courses and by meeting the recommendations from the previous inspection. However; the ability to consider what she does well and areas to improve are unclear and not sufficiently focused.

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

The childminder provides a relaxed and nurturing environment and children thoroughly enjoy their time with her. They enjoy affectionate caring relationships with the childminder and are developing good levels of self-esteem, confidence and trust. Children are making steady progress because the childminder has a satisfactory understanding of the EYFS. She uses her knowledge of the children's developmental stages and interests to provide a wide range of activities that promote their individual development and learning skills. She successfully encourages the next steps in some areas of their development through observations about what they can do. However; planning, observation and assessment is not sufficiently robust to ensure that all areas of learning are promoted and that children's progress is effectively tracked through the early learning goals.

All children engage in a wide range of enjoyable activities supported well by the childminder to sustain their interest. For example; as they play with interlocking bricks the childminder gives suggestions about what and how they can make such

as a car or a tower, she encourages them to build for themselves giving help when needed, she introduces, counting and selecting the right size to fit, they talk about bigger and smaller bricks, she asks them to find certain colours or the same colour. Children use their imagination and extend their own play by using an upturned brick and a long brick to pretend to eat from a bowl. Children enjoy looking at books and happily chatter to themselves and try to tell the story as they turn the pages and look at the pictures. The childminder actively promotes children's early communication skills, through constantly engaging children in conversation, using rhymes, songs and puppets, and encouraging them to repeat words, books are easily accessible and the children enjoy listening to stories. Pre-writing skills are supported well as children start to make marks using chalks on paper, the childminder encourages them to draw 'round and round' and praises them for their efforts. Children learn to play together harmoniously and develop an understanding of how to share and take turns with the resources. Children learning continues in the outdoor environment. Daily trips out and visits to places of interest such as, toddler groups, parks, the coast, and railway museum, promote children's interest in the wider world and help to develop their social skills as they play with other children. They thoroughly enjoyed playing 'pirates' on the beach and helping to feed lambs at a local small holding.

Children are encouraged to develop healthy lifestyles as they play daily outdoors in the fresh air. They enjoy playing a variety of garden games and using larger outdoor equipment in parks. They take an interest in their natural surroundings as they hang up bird feeders and watch the birds and grow their own plants and flowers, especially when they compare the sizes of the sunflowers they have planted. Their awareness of healthy food is also promoted, as they help to buy fresh produce and talk about foods that are good for you. Their daily routines include opportunities for regular meals, snacks and drinks to help keep them nourished and hydrated. They enjoy healthy, nutritious meals and regular routines help them learn the importance of personal hygiene. For example, as they wash and dry their hands before meals, and have access to tissues and wipes. Children are developing a good awareness of how to keep themselves safe. They discuss the importance of road safety and wearing seat belts in the car. When playing inside the house, they are reminded to tidy away toys they have finished with before beginning new games, and this helps to reduce the risk of tripping hazards. Children practise fire drills to ensure they are able to evacuate the house quickly in the event of an emergency. They also learn to put their own sun-cream on to protect themselves in the sun.

## 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> | 3 |
| How well does the provision promote inclusive practice?   | 2 |
| The capacity of the provision to maintain continuous improvement.   | 3 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 3 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 3 |
| 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>  | 3 |
| <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?  | 3 |
| How well are children helped to make a positive contribution?   | 3 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 3 |

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:

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:

- keep a written statement of procedures to be followed for the protection of children (CR2 Arrangements for Safeguarding Children) (also applies to the Voluntary part of the Childcare Register)

07/08/2009

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 compulsory section of the report section of the report(CR2)

07/08/2009