

## Inspection report for early years provision

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<b>Unique reference number</b>	EY217135
<b>Inspection date</b>	29/06/2009
<b>Inspector</b>	Cathryn Parry

<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 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 2002. She lives with her husband and one adult child in the residential area of Seaham in County Durham. The whole of the ground floor of the childminder's home is used for childminding. The childminder cares for children on weekdays from 07.00 to 18.00 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 this age group. She also offers care to 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 a toddler group on a regular basis.

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

Overall the quality of the provision is satisfactory. The childminder offers a warm and friendly welcome to all children and their parents. The range of resources made available to children, along with visits to other amenities, ensures children have the opportunity to make satisfactory progress in each area of learning. The planning of activities and observing of children are being developed, as are links with the local school. The childminder demonstrates a positive attitude to providing an inclusive environment and has attended some related courses. However, she is not very knowledgeable about different cultures. Links with a childminding coordinator have been established and training around the Early Years Foundation Stage attended to promote continuous improvement.

## **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 planning activities and observing children, including matching observations to the expectations of the early learning goals
- continue to develop systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education and care in more than one setting
- develop knowledge about different cultural groups in order to further promote children's awareness of diversity.

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

The childminder basically evaluates the care and education she provides. She gains verbal feedback from parents to give her a broader view of her childminding service. The childminder has made positive steps to address the actions and recommendations raised at the previous inspection. This has resulted in all the

required documentation being in place and progress being made in other areas of her practice. She recognises her main strength as being the good relationships she has with children, which results in them being settled and happy. The childminder is also realistic in identifying the need to continue developing her knowledge and understanding of the Early Years Foundation Stage.

The childminder has nurtured appropriate relationships with parents. She speaks to them daily about the activities their children have participated in. Consequently, they are able to continue highlighted experiences at home to continue their learning. The childminder has found it difficult to make links with the local school. This has a negative impact on continuity and cohesion. However, she does demonstrate an appropriate understanding of the benefits of this relationship and is continuing to develop systems to promote it.

The childminder has attended safeguarding training in the past and shows a suitable understanding of related issues. Consequently, children are appropriately protected. Written risk assessments are in place, which reduces the chance of accidental injury.

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

The childminder has an adequate understanding of the Early Years Foundation Stage. A suitable balance of child-centred and adult-led experiences ensures appropriate challenge for the children's age and stage of development. The childminder's good understanding of their individual personalities and circumstances promotes suitable behaviour management. She has started to provide resources regarding equal opportunities. However, her knowledge around this subject is not fully developed to effectively nurture children's understanding of diversity. Information and communication technology is made available to support children's learning, for example, when they explore interactive games. Children enjoy using their imagination as they pretend to feed the baby doll and then change her nappy. Their communication skills are fostered, resulting in some nice interactions between themselves and the childminder. A range of age-appropriate books is available for children to enjoy independently or with the childminder.

Children have a growing understanding of the living world as they plant vegetables and visit the farm. A variety of creative activities, including painting, cutting and sticking, promotes children's self-expression whilst having fun. These are complemented with trips to the local library where a variety of activity sessions is provided. Children's mathematical thinking is encouraged as they compare ages and decide who is older. The childminder has started to undertake simple observations of the children and identifies the next steps in their learning. However, it is not evident if these are used to inform future planning and they do not clearly link to the early learning goals.

Children are appropriately supervised and safety equipment is in place to ensure their well-being is promoted. This includes having age-appropriate restraints to use with younger children when on outings. Routines such as tidying away toys from the floor encourage children to take responsibility for their own safety. They access

some opportunities for large physical play, for example, when using climbing equipment and sit and ride toys at the toddler group. Their balance and coordination is nurtured as they access a soft play area. The childminder's flexible routine incorporates time for quiet play and rest, enhancing children's well-being. Children are encouraged to enjoy generally healthy snacks and meals, including fruit, vegetables and minced beef. They are beginning to understand simple health and hygiene practices. These include usually washing their hands before snack, and after using the toilet. The childminder implements suitable procedures for nappy changing to ensure the personal care needs of the very young are met. Children do not generally attend if they are sick, which enables the childminder to protect others from illness. All relevant documentation with regard to health, including specific dietary needs and consent forms, is 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>	3
How well does the provision promote inclusive practice?	3
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?	3
How well are children safeguarded?	3

### 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>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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

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## **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