

## Inspection report for early years provision

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| <b>Unique reference number</b> | 550106         |
| <b>Inspection date</b>         | 20/07/2009     |
| <b>Inspector</b>               | Julie Morrison |
| <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 2001. She lives with her husband, adult son and daughter aged 14 years in Ouston, near Chester-le-Street. The whole of the ground floor and first floor bathroom are used for childminding. There is a garden for outdoor play. 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 six children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder cares for children on weekdays from 07.30 to 18.00 for 48 weeks of the year. She has completed a relevant training course and holds a current paediatric first aid certificate.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are generally settled in the childminder's care. She demonstrates a positive attitude towards including all children and to working with parents to ensure that she is aware of individual needs. Most documentation required to meet the welfare requirements of the Early Years Foundation Stage (EYFS) is in place. The childminder has a basic understanding of the learning and development requirements of the EYFS; this is combined with a suitable range of activities to ensure that children are making acceptable progress towards the early learning goals. Appropriate procedures have been established to evaluate the care and education provided in order to maintain continuous improvement.

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

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

- further develop understanding of the learning and development requirements of the Early Years Foundation Stage in order to implement systems for recording children's progress, including matching observations to the expectations of the early learning goals and identifying learning priorities
- consider the needs, interests and stages of development of all of the children to plan a challenging and enjoyable experience which fully cover all areas of learning
- promote effective continuity and progression by sharing relevant information with other provisions and parents.

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

- undertake risk assessments for all areas which the child may come into contact with (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

06/08/2009

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

The childminder has most records in place to appropriately meet children's needs, for example, dietary needs and accident records. She demonstrates a positive attitude towards caring for children with additional needs and to working with parents to promote inclusion for all children. The childminder is safety conscious and has taken appropriate steps to eliminate obvious hazards from her home, for example, using socket covers and keeping hazardous products out of children's reach. However, she does not have a record of risk assessments in place. This is a breach of the requirements and does not fully protect children's safety. She demonstrates a suitable understanding of her role in protecting children and this is supported by a clear written procedure.

Suitable procedures are in place to work with parents. They receive copies of all relevant policies and procedures and the childminder keeps them informed about their children's daily care through verbal feedback. However, she has not fully developed procedures to share information about children's learning and development with parents and other providers of the EYFS. This does not fully support continuity of children's learning and development.

The childminder implements suitable self-evaluation systems in order to review the service she provides. Feedback from parents and children are used appropriately to inform her practice and she works closely with her local network to discuss ideas. However, recommendations from the previous inspection have not been fully addressed; this does not promote outcomes for children. The childminder demonstrates a positive attitude towards attending regular training to promote her understanding of good quality childcare.

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

Children are generally settled at the childminder's home. Space is appropriately organised so that they can move around independently and make choices from a wide range of age appropriate resources. The childminder plans a range of activities, which cover most areas of learning. She knows the children well and has an adequate understanding of their stages of development. This ensures that children are making acceptable progress in their learning. However, the childminder's understanding of the learning and development requirements of the EYFS is limited. She has not developed any procedures to observe and assess children's development or to ensure that activities are planned to meet their individual learning needs.

The childminder has established routines in place, which provide lots of opportunities for children to visit local toddler groups. These provide children with regular opportunities to socialise with their peers and take part in physical activities. This is combined with trips to the farm and walks to the park to further provide opportunities for children to be physical and benefit from fresh air. The

childminder interacts appropriately with the children; for example, as they play with shape sorters she discusses colour and shape and supports them as they attempt to write their names. A suitable range of creative activities such as drawing, making pasta shape bracelets and dressing up promotes children's creative development. The childminder ensures that babies have acceptable opportunities to join in with play, for example, providing age appropriate jigsaws for them to play with alongside older children.

Children's behaviour is supported appropriately by the childminder. Clear house rules are in place and the childminder provides regular praise and encouragement to promote positive behaviour. For example, she tells them, 'that's excellent team work' as two children work together to complete a jigsaw. Older children play well with the younger ones, taking time to explain and support them as they play. Suitable hygiene procedures such as washing hands before snacks help to promote children's good health. This is combined with a balanced diet, for example, snacks of fresh fruit and regular drinks. Practising fire drills and discussion about road safety helps children to begin to learn about keeping themselves safe.

## 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:

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. (CR5.4) 06/08/2009

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 early years section of the report. (CR5.4) 06/08/2009