

## Inspection report for early years provision

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<b>Unique reference number</b>	EY333770
<b>Inspection date</b>	13/10/2009
<b>Inspector</b>	Sharon Greener

<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the childminding

The childminder was registered in 2006. She lives with her husband in the residential area of Hebburn in Tyne and Wear. The whole of the childminder's home, except for the master bedroom is used for childminding. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years. There are currently two children on roll in the early years age range, and one child aged between five and under eight years. She also cares for children aged over eight years. The childminder cares for children on weekdays from 6.30am to 6pm for 48 weeks of the year. She takes and collects children from the local schools and nurseries and attends the local parent and toddler groups.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming and inclusive environment for all children and their families. She demonstrates a suitable knowledge of the Early Years Foundation Stage and children make satisfactory progress. She established good relationships with parents and works well with other professionals in order to meet children's individual needs. The quality of service, care and education provided is assessed and evaluated sufficiently well and most areas for further improvement are identified and tasked accordingly. The required documentation is in place and most is suitably maintained. In general safety is well maintained, however, the childminder's first aid certificate has expired very recently which results in a breach of regulation.

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

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

- inform Ofsted of the successful completion of an appropriate first aid qualification (Promoting good health) (Applies to both parts of the Childcare Register). 12/12/2009

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

- ensure the record of children's attendance is kept fully up-to date
- ensure full familiarity with the complaints procedure
- continue to develop systems of monitoring and assessing children to help inform planning and support children's learning effectively
- ensure disposable shaving razors kept in the bathroom are stored securely beyond child reach, and further develop risk assessment procedures to help improve safety.

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

In general satisfactory risk assessment procedures are in place and appropriate records are kept. However, disposable shaving razors are not stored securely beyond child reach in the bathroom. Suitable safety equipment is provided. Regular fire drills are completed and recorded. The childminder demonstrates a satisfactory understanding of policies to help promote and preserve children's welfare. For example, she has a suitable understanding of procedures to follow regarding a lost or uncollected child and the management of complaints. Her understanding of the action to be taken to safeguard children from harm is satisfactory and she has sufficient awareness of the possible signs and symptoms. The recommended literature and contact details are available for reference purposes. Procedures for the collection of children are good. The childminder evaluates the quality of service well and most areas for improvement are identified and tasked accordingly. However, despite seeking in advance training to renew her first aid certificate, the childminder was not able to obtain training prior to her certificate expiring a few days prior to inspection. This is a breach of regulatory requirements. Recommendations from the previous inspection have been addressed appropriately. The vast majority of the required documentation is in place and is well maintained. However, records of children's attendance are not fully up-date.

Suitable use is made of space, in particular the playroom is child friendly and welcoming. A satisfactory selection of age appropriate resources and activities are made accessible to children within the constraints of safety. Children are able to self-select resources and make decisions about their play. This helps nurture their decision making and independence skills. Children's awareness of diversity and the wider world is suitably promoted through access to a satisfactory range of resources and activities. The childminder has completed relevant training and presents as a good role model to help promote and reinforce differences in a positive way. She shows sufficient awareness of how to work with parents and other appropriate agencies as necessary to support children who speak English as an additional language or those with special educational needs and/or a disability. The childminder understands that activities may need to be adapted and additional resources and equipment obtained to allow children to learn at their own level and pace.

Suitable links have been made with others delivering the Early Years Foundation Stage (EYFS). One child attends a local nursery and the childminder has visited the child's classroom to look at displays of children's work and has spoken to the child's teacher. She has accompanied the child on nursery outings on behalf of the parent. The childminder works well with parents. Induction procedures are good and pertinent information is obtained from parents and recorded. Through this the childminder is able to access children's initial starting points and needs very well. As part of the induction process parents and children complete a series of short visits to the childminder's home. This enables all parties to become familiar with each other and children settle very well. Parents are suitably informed of the

service provided and written policy documents are shared with them. They are asked to keep the childminder informed of any relevant information that may have an impact on the continued care of their child. Systems to keep parents informed of their child's progress and general events of the day are satisfactory. This is achieved through ongoing verbal feedback and respective parents access to their child's personal records. Parents are kept well up-to-date regarding their child's preferred activities and current interests. For instance, one young child's particular interest music and singing. This allows parents to mirror activities at home to support their child's learning and development. Feedback from parents is positive. For example, a letter from a parent praised the service provided and the close relationships the childminder builds with children in her care.

## **The quality and standards of the early years provision and outcomes for children**

The childminder shows a satisfactory understanding of the EYFS and has completed relevant training. She provides a suitable balance of adult led activities each day. For example, she initiates activities, such as, special creative acts, cookery, story time, singing and dancing. Children are taken on visits to places of interest. For instance, Tweedle Farm, where a three-year-old recalled feeding sheep, horses and ducks. Other visits have included Saltwell Park, Trotters Farm, the local quarry, a zoo and Newcastle Discovery Centre. Younger children regularly attend local parent and toddler groups each week. Through such outings children have access to additional learning opportunities, and opportunities to socialise with others and develop their awareness of the local community and wider world.

Children's progress towards the early learning goals is satisfactory. The childminder uses observations well to obtain a suitable understanding of children's individual abilities and needs. Notes and photographs are used to record appropriate information of each child's progress in their daily diary. This includes some basic details of planned activities and specific goals set for individual children. Through this the childminder is able to plan a satisfactory range of age appropriate activities and learning experiences for children. She makes suitable use of conversation and open-ended questions to support and enhance children's thinking and learning. For example, she encourages children to talk to her about their family, past events and what they are doing during their play. Children's efforts and achievements are recognised and celebrated by the childminder. For instance, a young child's ability to recognise and name the various colours of modelling dough and to use the modelling tools with dexterity. This help foster children's confidence and positive self-esteem.

Warm relationships are evident between the childminder and the children in her care. Children interact confidently with her, they initiate conversation freely and look to her for reassurance. Hygiene standards are very well maintained. Relevant policies and procedures are used well to promote and preserve children's well-being. For instance, the childminder understands well the action to be taken in response to an accident and regarding the care of a sick or injured child. Positive role modelling and regular routines are well used to encourage children to adopt good hygiene practices. The childminder offers children healthy meals and fresh

water and other suitable drinks are provided. She consults well with parents regarding the dietary needs of their child and records relevant information. Children's awareness of healthy eating is promoted suitably through cookery activities and discussion during play. The childminder recognises the benefits of an active lifestyle. Children access fresh air and exercise each day and weather permitting play outdoors or go for walks. They have access to a good range of resources and equipment to help them to develop and refine their physical skills.

Children's behaviour is managed consistently by the childminder. She uses age appropriate strategies and children respond positively. For example, distraction is used well with younger children and older children are given simple explanations and reminders of the boundaries. Children's behaviour is good. The childminder carries out fire drills. She talks to children about stranger danger, the safe use of resources, the need to stay close to her during outings and they practise road safety. This helps promote and preserve children's welfare.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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 report (CR1. Welfare of the children being cared for). 12/12/2009

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 report (CR1. Welfare of the children being cared for). 12/12/2009