

## Inspection report for early years provision

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<b>Unique reference number</b>	313538
<b>Inspection date</b>	22/09/2009
<b>Inspector</b>	Julie Morrison
<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 1996. She lives with her husband and two children aged 18 and 16 years in Meadowfield, near Durham. She has a pet dog. The whole of the ground floor, except for the lounge, of the childminder's home is used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 9.00am to 5.00pm for 47 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 three 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 compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and nursery and attends several toddler groups on a regular basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder implements appropriate procedures to gather information from parents in order to meet children's individual needs and create an inclusive environment. Good use is made of the space to enable children to move around safely and access from a wide range of age-appropriate resources. This is combined with a suitable variety of activities covering most areas of learning. This is conducive to children making appropriate progress towards the early learning goals. There are some gaps in documentation, and procedures for observation and assessment are not yet sufficiently robust. However, the childminder does have a suitable understanding of her areas for development.

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

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)
- 07/10/2009

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

- further develop knowledge and understanding of the learning requirements of the Early Years Foundation Stage in order to develop systems for recording children's progress, including matching observations to the expectations of the early learning goals and identifying learning priorities
- use the experiences children bring from home as the starting point for their

- learning across all areas
- support children in using a range of information, communication and technology equipment, such as computers, cameras, tape recorders and programmable toys
- further promote effective continuity and progression by sharing relevant information about children's learning and development with other provisions and parents
- develop procedures to promote reflective practice, self-evaluation and identify priorities for development to improve outcomes for children.

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

Children's welfare is appropriately safeguarded as the childminder has a suitable understanding of child protection issues. She ensures that the risk of accidents indoors and outside are minimised as she implements appropriate procedures. For example, keeping external doors locked, checking the premises before children arrive and teaching children to keep safe on outings. However, she does not have a record of risk assessments; this is a breach of the legal requirements. The childminder holds a current first aid certificate and obtains written consent from parents to seek emergency medical treatment; this ensures that she could deal with an emergency quickly and appropriately.

Documentation is appropriately organised and stored to promote confidentiality. The childminder's registration certificate is clearly displayed along with information for parents about how they can contact Ofsted. The childminder has a suitable understanding of areas for further development. She has attended recent training and discusses practice with other childminders. However, procedures to monitor and evaluate her practice are not sufficiently robust. This does not fully ensure continual improvement. The childminder has addressed most of the recommendations raised at the previous inspection, for example, she provides healthy snacks for children and ensures that all hazardous materials are out of children's reach. This helps to improve outcomes for children. However, resources and activities to promote children's awareness of diversity and disability are still limited. The childminder currently has no children attending who have special educational needs and/or disabilities, however, she demonstrates a positive attitude towards gathering information from parents to ensure that all children are included at the setting.

All children access good play opportunities through the effective organisation of space, time and resources. For example, the childminder supports older children in one-to-one activities while babies are asleep. Suitable procedures are in place to work with parents. The childminder discusses with them how she works prior to their child starting and keeps them informed about their child's care through daily verbal feedback. She gathers relevant information in order to meet children's welfare needs, for example, diet and medical needs. However, she has not fully developed procedures to gather information about children's starting points. The childminder demonstrates a positive attitude towards sharing information about children's progress with other providers of the Early Years Foundation Stage

(EYFS). However, as children have only recently started, procedures to implement this are not yet in place.

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

Children are happy and settled at the childminder's home even though some have only been attending for a short period of time. They approach the childminder with ease and confidently move around the space, making choices about their learning and play. The childminder has an adequate understanding of the EYFS, which results in most areas of learning being appropriately covered. However, although she has some understanding of children's next steps in learning, she has not developed effective procedures to match observations to the expectations of the early learning goals. Nevertheless, children are making suitable progress in their learning and development. They benefit from a balanced range of adult-led and child-initiated activities which are delivered through indoor and outdoor play. A variety of arts and crafts activities promotes children's creative development along with improving fine motor skills. For example, the children enjoy rolling and cutting play dough. They confidently select from a range of stickers, feathers and shapes and use glue sticks and scissors to make pictures. Children show an awareness of shape and problem solving as they complete jigsaws and use stacking cups to make towers. Everyday activities are used to good effect by the childminder to promote children's learning, for example, as counting how many white cars they see on their outings. Trips to places of interest, including the park and farm, nurture children's interest in the living world whilst providing regular opportunities for physical exercise. Children have some opportunities to develop skills in information, communication and technology, for example, using toy phones, however, these are limited. The childminder interacts well with the children, she is involved in their play, encouraging them to name colours and talk about how things feel. Consequently, children are making appropriate progress in their learning and development.

The childminder uses age-appropriate techniques to help children to begin to learn right from wrong. Children are taught to be kind to one another and to share. This is combined with encouraging children to get involved in tasks, such as tidying up. This helps children to begin to learn routines and to take responsibility for the space around them. Children are beginning to learn about keeping safe as they practice fire drills and discuss road safety. This is combined with close supervision by the childminder at all times. Meals are usually provided by parents, however, the childminder provides healthy light snacks, such as bread sticks and fruit. Children are beginning to understand simple health and hygiene practices, such as washing their hands after using the toilet. They do not attend if they are sick, this enables the childminder to protect others from illness. All relevant documentation required to promote children's good health are in place, such as medication and accident records. These positively help to 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*

### 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	2
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:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (CR2.1) (also applies to the voluntary part of the Childcare Register) 07/10/2009
- develop a written statement of procedures to be followed in relation to complaints (CR7.1) (also applies to the voluntary part of the Childcare Register) 07/10/2009
- take action as specified in the early years section of the report. (CR5) 07/10/2009

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 above (CR2.1) 07/10/2009
- take action as specified above (CR7.1) 07/10/2009
- take action as specified in the early years section of the report. (CR5) 07/10/2009