

## Inspection report for early years provision

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<b>Unique reference number</b>	312415
<b>Inspection date</b>	17/11/2009
<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 1997. She lives with her husband, also a registered childminder with whom she works on occasions and their son, aged 15 years old. They live in a residential area of South Shields in Tyne and Wear. The whole of the ground floor of the childminder's home 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 old. There are currently six children on roll in the early years age range and three children aged from five years old to eight years old. She also cares for children aged over eight years old. The childminder cares for children on weekdays from 8.15am to 5.15pm for 47 weeks of the year. She holds a current paediatric first aid certificate. 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 good.

The childminder provides a welcoming, inclusive environment where children and parents are recognised and valued as individuals. She works in harmony with parents and forges suitable links with others to meet children's individual needs. Children make good progress towards the early learning goals. The childminder evaluates her practice very well and identifies areas for further development accordingly, to support continuous improvement. The required documentation is in place and the vast majority is suitably maintained.

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

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

- revise the complaints procedure to ensure that it refers to the Early Years Foundation Stage rather than the National Childminding Standards
- ensure that records of risk assessments detail fully all aspects appraised and that records are consistently signed and dated
- develop further systems to monitor and assess children's individual progress to inform planning and support children's learning.

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

A suitable safeguarding children policy is in place. The childminder shows a good understanding of the procedures to be followed and has completed relevant training. The recommended literature is in place for reference purposes. Security is maintained very well. There are strict procedures regarding the collection of children. The required documentation is in place and the vast majority is very well

maintained. Satisfactory risk assessment procedures are in place. The childminder takes appropriate steps to manage or eliminate risks. However, records of risk assessments do not record fully the details of all aspects appraised and records are not consistently signed and dated. Appropriate safety equipment is provided. Regular fire drills are completed and recorded. The childminder shows a good understanding of related policies and procedures. For example, she knows the action to be taken regarding an uncollected or lost child very well. Her understanding of how to manage a complaint is satisfactory. Overall, the complaints policy contains suitable information about the procedure to be followed. However, it refers to the National Childminding Standards which are obsolete. Good systems are in place to evaluate the quality of service, care and education provided. In general, areas for improvement are identified very well and tasked accordingly. The recommendation from the previous inspection has been addressed. The childminder has completed introductory training in respect of the Early Years Foundation Stage (EYFS) and has renewed her first aid certificate.

Good use is made of the space available. Children have easy access to a very good variety of resources. Child-friendly storage systems enable children to make choices and self-select activities. This helps nurture their decision making and independence skills. Children's awareness of diversity and the wider world is well promoted. They have access to a suitable range of resources to help them to gain an understanding of such matters. The childminder presents as a positive role model and uses simple explanations to help children to recognise differences in a positive manner. Arrangements to support children who speak English as an additional language are satisfactory. The childminder explains how she would use visual prompts and gestures and work with parents to obtain key words and phrases in a child's home language to aid communication. Suitable systems are in place to ensure that children with special educational needs and/or disabilities get the help and support they require. The childminder describes how she would liaise appropriately with other professionals and agencies as necessary. Suitable links are forged with others delivering the EYFS. Pertinent information is exchanged with key staff to support children's continuity of learning.

Very good relationships are established with parents. Effective induction procedures ensures that relevant details about children's initial needs and abilities are obtained. This allows the childminder to gain a very sound understanding of children's starting points. Children's admission is gradual and tailored to their individual needs. Parents and children complete a series of visits to the childminder's home. This allows all parties to get to know each other and children settle very well. Parents are very well informed of the service provided. Policies and procedures are shared with them. The childminder actively encourages parents to keep her informed of any relevant information to allow her to meet the evolving needs of their children. She ensures that parents are kept fully up-to-date about their child's progress and general events. This is done through the effective use of verbal feedback, photographs, diaries and respective parent's access to their child's records. Good information about each child's preferred activities, current interests and abilities is shared with parents. This enables them to mirror activities and learning experiences at home to support their child's learning. Feedback received via questionnaires completed by parents is most positive. They state that

they are 'kept fully informed' and are 'very happy with the service and care provided'.

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

The childminder demonstrates a good understanding of how to support children's learning and development and uses the EYFS well. Children are able to learn at their own level and pace and they make good progress. They are very well supported and challenged. A good balance of adult led activities are provided, such as special creative acts, cookery, singing and story time. Children visit places of interest, such as the library, local parks, Whacky Warehouse and Atlantic Antics soft-play facilities, Durham Botanical Gardens and the Sage Centre. Young children attend local parent and toddler groups. These outings provide children with additional opportunities to socialise with others and to develop their awareness of the local community and the wider world. Children explore their environment freely under the very close supervision of the childminder. For example, two young children played cooperatively together with dressing-up clothes and a set of plastic tools. They moved from room to room, fixing things with a drill and a screwdriver. The childminder made very good use of this opportunity to interact with them and extend their language and vocabulary skills. She also promoted concepts, such as shape, colour, size and number. Children's achievements and efforts are readily acknowledged and praised. This promotes their confidence and self-esteem. Very close relationships are evident between the childminder and the children. Children are happy and contented in her care.

The childminder makes good use of observations to build a sound understanding of each child's capabilities. Suitable details about children's developmental progress are recorded. This information is used very well to plan and sets goals for each child. Planning is flexible in response to children's interests. The childminder manages children's behaviour very well and displays a calm and consistent manner. For instance, she explains ground rules and uses distraction. She recognises and praises good behaviour to promote and reinforce such behaviour. Children respond positively and are very well behaved. The childminder helps to raise children's awareness of safety very well. For example, she reminds them to put toys away after use, discusses stranger danger and the need to stay close to her during outings. She conducts fire drills and practices road safety with the children. Standards of hygiene are good. Positive role modelling and regular routines are used well to promote and preserve children's well-being. The childminder makes good use of relevant policies and procedures, such as those in respect of a sick or injured child, the administration of medication and accident management. Parents are consulted about any dietary needs their child may have and relevant details are recorded to ensure such needs are met appropriately. Healthy eating is well promoted. Children have access to fresh drinking water and other suitable drinks throughout the day. The benefits of a healthy lifestyle are suitably promoted. For instance, children go for frequent walks and visit local parks. An appropriate selection of resources and activities are available to allow children to develop and refine their physical skills.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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