

## Inspection report for early years provision

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<b>Unique reference number</b>	EY363487
<b>Inspection date</b>	11/01/2010
<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 2007. She lives with her four children aged 15, 12, 10 and 11 months old in Consett. The whole of the ground floor and the bathroom and living room on the first floor of the childminder's home are used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 7am to 6pm, for 48 weeks of the year.

The childminder is registered to care for a maximum of five children under eight years old at any one time, of whom no more than two 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 old. This provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and nursery and attends toddler groups on a regular basis.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

All children and their families are warmly welcomed by the friendly childminder. She demonstrates a positive attitude towards working with parents to help to promote an inclusive environment, and ensures she has a sound understanding of children's individual needs. The childminder has a suitable understanding of the Early Years Foundation Stage (EYFS), and as such children are making sound progress in their learning and development. All documentation required to promote the effective and safe management of the provision is in place. The childminder is beginning to develop procedures to monitor and evaluate her provision, and as a result has a suitable understanding of her areas for development.

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

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

- develop procedures for working with parents including identifying systems to use the experiences children bring from home as the starting point for their learning and involving parents in the self-evaluation process
- promote effective continuity and progression by sharing children's learning and development records and any other relevant information with other practitioner
- develop further systems for recording children's progress, including matching observations to the expectations of the early learning goals and planning activities based upon identified learning priorities.

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

The childminder implements suitable procedures for organising her provision. All documentation required to promote the safe and efficient management of the setting is in place, up-to-date and stored to promote confidentiality. This is combined with appropriate procedures to record children's details, medication and accident records in order to ensure that children are effectively protected and the childminder is aware of their individual needs. The childminder demonstrates a good understanding of safeguarding children issues. This is supported by a detailed written policy and a clear understanding of procedures to follow if she has a concern about a child. Daily checks, along with a record of risk assessments, helps keep children safe inside and outside of the home. Children's safety is further supported as consent to obtain emergency medical treatment is in place, and the childminder holds a current first aid certificate. This ensures that she could respond appropriately to accidents.

The childminder makes good use of her time, space and resources. Resources are plentiful and organised effectively so that children can access them independently in the dedicated play room. This helps them to make choices about their learning and play. The childminder is beginning to develop procedures to monitor and evaluate her practice. She has attended some training since her last inspection, for example, first aid and EYFS training, and also works closely with other childminders to discuss practice. She has begun to make use of the Ofsted self-evaluation form and demonstrates a positive attitude towards addressing the recommendation raised at the previous inspection. However, she has not further developed her procedures to include parents and children in the self-evaluation process.

Appropriate procedures are in place to work with parents. They receive an informative pack along with relevant policies and procedures. Useful information, such as, certificate of registration, public liability insurance and information about how to contact Ofsted are clearly displayed for parents to see. Suitable procedures are in place to gather information about children in order to meet their individual care needs, such as medical history and emergency consents. However, the childminder has not developed any procedures to gather starting points from parents, in order to effectively assess children's progression towards the early learning goals. Parents are kept informed about their child's learning and care through regular verbal feedback and access to their development files. The childminder communicates appropriately with other providers of the EYFS to share important information about children's care needs, however, this does not include sharing information about children's individual learning and development, to ensure continuity. Although no children with special educational needs and/or disabilities currently attend the setting, the childminder demonstrates a positive attitude to working with parents to ensure that all children are fully included.

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

Children are very confident at the provision; they have clearly developed warm and trusting relationships with the childminder and are happy and settled in her care. The childminder provides a range of interesting and fun activities for the children which cover all areas of learning, both in and outside of the home. She supports their learning appropriately as she engages in their imaginative play, encouraging them to count how many buttons they have and providing lots of praise and encouragement. Although children have not been attending very long, the childminder clearly knows them well, this helps to support their learning and development. She has developed individual learning files for most of the children, however, as children have not been attending the setting for very long these are in their infancy and are not effectively linked to the areas of learning to show children's progression towards the early learning goals.

Children are very confident and happily initiate lots of imaginative play with the childminder. For example, they remain engrossed for extended periods of time dressing babies, playing with the toy kitchen and preparing 'meals'. Language skills are developing well as they animatedly chat about what they are doing, look at books with the childminder and independently sing songs. They are beginning to develop their fine motor skills, as they use pens to mark make and practice fastening buttons. Children's understanding of the diversity of the world is met through discussion, resources and celebrating well known festivals, such as the Chinese new year. The children attend a variety of toddler groups, which provides regular opportunities for them to socialise with their peers. Children are beginning to learn right from wrong, and to start to take responsibility for their own actions as the childminder implements effective age-appropriate behaviour management techniques. They have clearly formed close relationships with the childminder and each other and show care and consideration for their friends. For example, older children enjoy helping to feed younger children.

The childminder provides regular opportunities for children to have exercise and promote their physical development. For example, they go for walks to the park and play in the garden. The childminder provides a balanced range of healthy meals for children along with snacks of fresh fruit. Discussion about healthy foods helps children to begin to learn about keeping healthy. A clear sick-child policy, which is shared with parents prevents cross-infection and further supports their good health. Children have good opportunities to learn about keeping safe. The childminder gives them gentle reminders to be careful while in the home so they do not trip and hurt themselves. This is combined with practising road safety, regular fire drills and discussing stranger danger.

## 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	2
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	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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