

## Inspection report for early years provision

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<b>Unique reference number</b>	313588
<b>Inspection date</b>	04/02/2010
<b>Inspector</b>	Eileen Grimes
<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.

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## **Description of the childminding**

The childminder has been registered since 2001. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, aged 16 and 13 years. They live in a village outside of Durham, close to schools and local amenities. The childminder uses the whole of the ground floor for childminding. There is an enclosed play area to the rear of the house, which children access for outdoor play.

There are systems in place to support children with English as an additional language, as well as children with special educational needs and/or disabilities. She attends the local toddler groups and takes children to the park and local facilities.

The childminder is registered to care for six children at any one time. She is currently caring for 12 children, of whom, three are within the early years age range.

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

Overall the quality of the provision is good.

The childminder provides a warm, welcoming and stimulating environment. She understands the uniqueness of each child and ensures that their individual needs are met. As a result, children make good progress in all areas of their development and learning. Children's safety is given a high priority and all welfare needs are met. She has completed the recommendations raised at the last inspection, therefore demonstrating her capacity to improve. This is linked closely with her self-evaluation, which identifies strengths and areas for improvement in relation to the service she provides. Exceptional relationships are developed with parents and carers, detailed information is freely shared and she encourages parents to contribute to her practice. She has developed sound partnerships with other providers.

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

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

- develop a safeguarding policy in line with the General Welfare Requirements.

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

Children's welfare is safeguarded very well, because the childminder clearly understands her role and responsibilities to protect children. The childminder has created risk assessments for reducing hazards to children, which include all areas children use indoors and outside. She ensures children are familiar with safety procedures, to promote their safety effectively, as they discuss the evacuation

procedure and practise the fire drill regularly. An effective range of policies help guide her daily procedures and parents receive clear information on how to make complaints, should they wish to do so. The childminder is up-to-date with child protection issues, should she have concerns about abuse or neglect. However, her safeguarding policy does not include procedures to follow in the event of an allegation against a household member.

The childminder has a very good range of policies and procedures in place, including written parental consents for each minded child. She maintains a current first aid certificate, to ensure she can give minor medical attention when necessary. She discusses the individual health and care needs of each child, to ensure the well-being of all children and promotes a fully inclusive environment. She makes highly effective use of space and resources, supplementing this with daily walks or outings for the children, as part of their overall learning and development. For example, the bad weather has not hindered the children playing safely outdoors in the enclosed garden space, taking the opportunity to build snowmen.

The childminder has taken positive steps towards improvement through self-evaluation, talking to parents and children for their valuable feedback. The childminder also fully understands the need to work collaboratively with other settings children attend, in order to fully support their learning and developmental needs. She has started discussions with the local early years teacher at the school and uses the feedback to help her in assessing her practice for areas of development. This demonstrates her ongoing commitment to continuing to promote outcomes for children effectively. The childminder offers parents daily written and verbal feedback about their children's care and learning achievements. She has established exceptional relationships with parents, as she is very open and approachable, encouraging an important two-way flow of information. Parents comment very highly on the service provided. Her professional, caring attitude reflects her care and commitment to the children. Parents feel they have total peace of mind.

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

The childminder uses observations and assessments very well, to recognise each child's interests and identify the next steps in their individual learning. She plans activities and makes resources easily available for children, to offer challenge. As a result, children are making very good progress towards the early learning goals. The childminder understands the importance of free play, which values children's choices and promotes their confidence and self-esteem. She shares information about children's development with their parents, so that they can continue to support learning at home, through her detailed daily records. The childminder effectively supports children in linking sounds and they are developing a good understanding of the relationship between the spoken and written word through mark making. Young children are becoming increasingly able to use their language and communication to convey their own thoughts, feelings and needs. The childminder extends their vocabulary through good interaction. Children clearly

enjoy listening to stories and participating in playing musical instruments. For example, children enjoy dressing up and acting out favourite stories and spontaneous stories told by the childminder.

The childminder encourages children to understand right from wrong, by offering them clear, age-appropriate explanations and through the positive role model she provides. Children's understanding of diversity is developed, as the childminder provides an expanding range of resources and activities to help them learn about diversity and other cultures, such as, books and dressing-up clothes. The childminder develops children's knowledge and understanding of other languages. Children talk in French, saying hello at registration, to ensure children with skills in a second language are celebrated. Children take part in creative activities, which are attractively displayed, this promotes children's confidence and self-worth, as they talk about how pictures were made and which child completed the pictures. In addition, she successfully supports children in developing skills for the future, as they are encouraged to develop independence and learn to share, take turns and cooperate.

The childminder has a very sound understanding of how to promote children's good health. She gathers information from parents regarding medical needs, dietary requirements and allergies. Parents are very pleased with the meals the childminder uses, the time she takes to learn about dietary needs and encouraging children in making healthy choices about the food they eat. Children engage in a variety of physical activities, both indoors and outside. Young children have clear and safe space, in which to practise their developing mobility skills and all children enjoy the daily walks in the fresh air. They learn about the changing seasons, by discussing what they see and are developing their understanding of the need to take regular exercise, in order to achieve a healthy lifestyle.

## 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	2
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	2
The effectiveness of the setting's engagement with parents and carers	1

### 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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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

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

Met