

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY342347
<b>Inspection date</b>	27/01/2010
<b>Inspector</b>	Eileen Grimes
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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 has been registered since 2006. She is registered on the Early Years Register, and both parts of the Childcare Register. She lives with her husband and adult family. 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 are able to access for outdoor play.

There are systems in place to support children with English as an additional language and children with special educational needs and/or disabilities. She attends local toddler groups and takes children to the park and local facilities. The family have a pet dog.

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

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

Overall the quality of the provision is good.

The children take part in a balanced range of activities which help them progress well in all areas of their learning and development. The childminder recognises their differences and caters well for their individual needs. A very good partnership with parents is established and they routinely share detailed information to ensure children receive consistency in their care, learning and development. Children are safe and secure at all times and enjoy learning about their local area and the environment. She has good capacity for continual improvement. She has met the previous recommendations raised, completed her National Vocational Qualification (NVQ) at a level 3 in childcare and is taking purposeful steps to improve her practice.

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

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

- ensure the contact details of the regulator are available for parents
- develop annual risk assessments
- make systematic observations and assessments of each child's achievements, interests, and learning styles.

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

The childminder demonstrates a sound understanding of the clear child protection procedures that are in place to protect children. All adults living in or regularly visiting the childminder's home have complied with the required suitability checks.

The premises are secure to prevent children from leaving and unauthorised persons from entering. The childminder supervises children closely at all times and they play safely with age-appropriate toys. She has some written risk assessments in place to identify and minimise hazards to children. However, these do not identify potential risks within the home. She encourages children to learn about possible dangers, especially when crossing roads, and to keep themselves safe through house rules within the home. Fire evacuation procedures are in place, and are regularly practised with all the children. All required documentation and parental permissions, to support the care of the children and to safeguard their welfare are in place. A complaints policy is in place, however, this does not give parents the contact details of the regulator.

The childminder uses the space within her home well to create a welcoming, homely environment, where children enjoy a broad range of interesting activities. Children settle quickly into a secure routine for their care, learning and play. At present, the number of children in place at any one time is sometimes low, and this allows children to have appropriate individual attention according to their needs. The childminder has developed positive working relationships with parents. She shares a well-presented, comprehensive file with them, which includes general information on herself, her setting and the childminding policies and procedures. Regular discussions take place about the child's day and parents receive a clear weekly sheet detailing their child's activities, food and routine. The flexible settling period helps children to quickly become comfortable in their new surroundings. Parents are happy and at ease leaving their children in the childminder's care. The comments reported are extremely positive, stating, for example: "we are confident in the care and education our children receive".

The childminder shows good commitment to extending her knowledge by researching on the internet and attending further training, to enhance the quality of care the children receive. She has recently completed her NVQ level 3 in childcare. She monitors children's progress closely and reflects on the activities she provides, in order to provide the children with further challenges. The childminder is beginning to reflect on her practice, and seeks the views of parents to support her evaluation. This means that the childminder can target areas for improvement to have the greatest impact on the outcomes for children.

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

Children enjoy their learning and demonstrate their growing confidence as they interact with the childminder. Children are making clear progress in their overall development towards the early learning goals of the Early Years Foundation Stage (EYFS), as the childminder uses her secure knowledge of the EYFS to provide interesting and appropriate experiences for the children. These cover all six areas of learning in broad terms. The childminder is beginning to do regular observations. However, the current system to record these and plan the children's next steps towards the early learning goals is not yet fully developed. The childminder picks up well on spontaneous opportunities to promote learning, so children undertake a variety of activities overall and enjoy a good balance of indoor

and outdoor play. For example, during imaginative play with the hoover and washing tables the children talk about hoovering up crumbs from snack-time, and then continue with their interest in bathing dolls.

Children's experiences match their requirements well, because the childminder works closely with parents to learn about each child's individual preferences and interests. She provides resources and experiences centred on these and follows the children's lead as their play evolves. For example, children use their favourite dress-up clothes and act out roles. This leads to children feeling comfortable and enjoying what they do. The childminder is highly effective at encouraging their speech and language development, providing a good role model herself as she speaks clearly to children. In addition, she supports children in developing skills for the future extremely well, as they are encouraged to develop mark making skills, develop independence and learn to share, take turns and cooperate. For example, the children help each other to complete art activities which are displayed. They also look at books, and talk about their favourite stories.

Children are beginning to develop an understanding of the wider world around them, as the childminder provides an expanding range of resources and activities to help them learn about diversity and other cultures, such as books, dressing-up clothes and various foods. They are learning how foods and celebrations are linked. For example, they celebrate Chinese New Year, make a dragon and try out Chinese foods. The childminder helps them learn about making a positive contribution and building helpful relationships with each other, which is reflected in how well the children behave. Children are able to feel safe because of the childminder's caring approach, with routines for younger children followed from home for consistency and continuity of care. Children demonstrate their feelings of security, expressing them as they play confidently and give out lots of spontaneous cuddles throughout their play time. Children are able to rest according to their needs in a secure environment, and learn about their own safety as they move around the childminder's home and when outside. The childminder enables children to enjoy a healthy lifestyle while in her care, as she encourages parents to provide a well-balanced diet of healthy meals and snacks. The childminder acts as a very effective role model, so the children follow simple hygiene routines, such as hand washing after using the toilet. Regular walks on school runs and trips to the park give children everyday opportunities for fresh air and exercise; this helps children to remain healthy.

## 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	3
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
--	---

### 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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----