

## Inspection report for early years provision

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<b>Unique reference number</b>	403166
<b>Inspection date</b>	18/03/2010
<b>Inspector</b>	Julie Larner
<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 lives in Ellington, in Northumberland with her husband and their two children. The whole of the ground floor is used for childminding and the bathroom on the first floor. There is a garden for outdoor play. The family have two pet rats, a bird and a guinea pig.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is registered to care for six children under eight years. There are currently thirteen children on roll. All of whom attend a variety of sessions. Four of these children are in the early years age range. The childminder currently collects and drops children off at Ellington First School. The childminder is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for by the childminder, who mainly safeguards them effectively and values them as individuals. She ensures that all of the children are equally included in her setting and works successfully with parents to ensure the children's needs are adequately met. However, working relationships with others who provide the Early Years Foundation Stage for the children have not yet been developed. The childminder shows a determination to complete further training in childcare, which in turn, benefits the care of the children and improves her practice in some areas. However, some training that is required is not always up-dated promptly. She is beginning to gain a satisfactory understanding of the learning and development requirements which enables her to support children and help them make progress.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a current paediatric first aid certificate is completed and updated when necessary (Suitable people). 01/04/2010

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

- ensure risk assessments are effective to ensure all risks to children are minimised
- continue to extend records of learning and development and effectively analyse observations to help to plan 'what next' for individuals and groups of children

- develop successful links with others who provide the Early Years Foundation Stage for children to ensure continuity and coherence in children's learning.

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

The childminder has adequate procedures in place to ensure children remain safe in the setting. She shows a satisfactory awareness of child protection issues and updates training in this area to ensure she follows current guidelines. She is aware of who to contact if she has concerns, which contributes towards safeguarding children's welfare. The childminder has sufficient systems to collect information about children's health and dietary requirements which means she is able to meet their individual needs. The childminder does not hold a current first aid certificate as it has expired. She is soon to attend a course to renew this training, however, this means that children's health and well-being is compromised. This also means a requirement has not been fully met. Comprehensive written risk assessments are carried out, however, these are not consistently effective to successfully safeguard children. For example, some electrical sockets are not always covered. Space and equipment is sufficiently organised to ensure children can make some choices about what they want to play with, in the setting.

The childminder has developed good relationships with parents. They are complimentary about the care their children receive. She ensures that parents are well informed about their children through discussions on a daily basis and, sharing policies and procedures with them. The childminder values the parent's suggestions and comments, by sending out regular questionnaires to actively seek parent's views on the service she provides and then acts on any concerns or issues. The childminder cares for children who also attend other settings which provide the Early Years Foundation Stage, however, she showed little knowledge of the need to work in partnership with others to provide a continuous learning journey for the children attending.

The childminder is beginning to develop a sufficient understanding of the Early Years Foundation Stage. She is currently working towards a relevant qualification which has provided her with a better understanding, and enabled her to put into place written policies and procedures to strengthen her practice. The childminder is beginning to evaluate her provision and identifies her strengths and areas she wishes to improve, however, these often lack focus in how to bring about the best outcomes for children.

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

Children are settled and happy in the childminder's care. She has developed good relationships with them which helps children to develop a sense of belonging and contributes towards raising their self-esteem. Children make some choices about what they want to do from a fair range of toys and equipment in the conservatory. Some children confidently move around the premises to select different toys and

equipment. The childminder has developed a basic understanding of the areas of learning and provides a selection of activities and experiences that help children to make satisfactory progress in their time with her. Children enjoy colouring pictures with sufficient equipment and older children persist in number matching games. The childminder supports older children well in their learning, she helps them to successfully link letters with sounds and writes words which they then copy. This contributes to children developing skills for the future. Children are provided with opportunities to be creative as they make models from junk and decorate cards for Mother's day. The childminder collects sound information, to ensure she can meet children's individual needs well. She considers how to settle children into her setting according to these needs by using the children's interests and looking at what motivates them.

Children behave well in the setting. They listen and respond well to the childminder as she provides clear boundaries, so they know what is expected of them. Children eagerly help the childminder with appropriate tasks, such as clearing the leaves away in the garden. She uses techniques that are appropriate to the children's stages of development to discourage some behaviour, which mainly works well. Children have developed good relationships with others that attend. In the morning older children keenly ask who is coming that day. The childminder shows a satisfactory attitude towards promoting equal opportunities which helps children develop respect and tolerance towards others. However, she finds it difficult to source equipment and toys that further contributes towards children developing a good understanding of diversity.

Children are beginning to learn how to stay safe in the setting through consistent procedures the childminder uses. Younger children are fastened into their high chairs before lunch, and inappropriate equipment, such as, scissors are quickly moved out of their way. The childminder supervises children adequately in the setting which means they remain safe. Children bring packed lunches to the setting. The childminder compliments these with fairly healthy snacks and drinks on the children's request. Children benefit from fresh air as they enjoy outings in the local community. They ride their bikes to a nearby village on a weekly basis which provides them with lots of exercise.

## 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	2
The effectiveness with which the setting deploys resources	3
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	2

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

The quality of the provision in the Early Years Foundation Stage	3
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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:	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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