

## Inspection report for early years provision

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<b>Unique reference number</b>	EY271283
<b>Inspection date</b>	05/03/2010
<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 2003, she lives with her husband and children aged three and eight. They live in the residential area of Roseberry Park, Seaham in County Durham. 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 both parts of the Childcare Register. She is registered to care for a maximum of five children aged under eight years. There are currently two children on roll in the early years age range, and one child aged between five to under eight years. She also cares for children aged over eight years. The childminder cares for children on weekdays from 7.30am to 5.30pm for 48 weeks of the year. She has completed a relevant training course and holds a current paediatric first aid certificate. The childminder takes and collects children from the local school and nursery and attends the local parent and toddler group. The family has pet hamsters.

## **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. The childminder works very well with parents and forges suitable links with others to meet children's individual needs. Children make very 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 very well maintained.

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

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

- update the complaints policy so as to remove the reference to the National Childminding Standards
- ensure that all risk assessment record sheets are signed.

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

The childminder has a good understanding of how to safeguard children and has completed relevant training. A suitable policy is in place, as is the recommended literature for reference purposes. Security is very well maintained. Procedures for the collection of children are strict. The required documentation is in place and the vast majority is very well maintained. The childminder is vigilant regarding safety matters and takes positive steps to minimise or remove risks. Suitable risk assessment records are maintained, though not all sheets are signed. Appropriate safety equipment is provided. Regular fire drills are completed and recorded. The

childminder shows a very good understanding of related policies and procedures; for example, she understands fully the action to take regarding an uncollected or lost child. The childminder's understanding of how to manage a complaint is satisfactory, and overall, the complaints policy is suitable. However, it refers to the National Childminding Standards which are obsolete. Systems used to evaluate the quality of service, care and education provided are good. Areas for further development are identified very well and tasked accordingly to support continuous improvement. The childminder accesses pertinent training and has completed that in respect of the Early Years Foundation Stage, infant massage, oral health, food safety, fire safety, working with parents, and supporting young children's language and literacy, she also holds a qualification in home-based child care.

Very good use is made of the space available and children have easy access to a very good variety of resources. They are able to self-select toys from child friendly storage systems, this enables them to make choices about their play and fosters their decision making and independence skills. Their awareness of diversity and the wider world is well promoted. The children have access to a satisfactory selection of resources and activities to help them gain an appropriate understanding of such matters. The childminder presents as a positive role model and uses simple explanations to help children to understand and recognise differences in a positive manner. Arrangements to support children who speak English as an additional language are satisfactory. The childminder is able to explain suitably how she would work with parents to aid communication. Suitable systems are in place to ensure that children with special educational needs and/or disabilities are well supported. The childminder understands the need to adapt activities, obtain additional resources and liaise with other professionals and agencies to meet children's specific needs. Appropriate links are forged with others delivering the Early Years Foundation Stage. The childminder understands the need to build links with key people to support the children's continuity of learning.

Relationships with parents are positive. Induction procedures are efficient, and pertinent information regarding children's initial needs and abilities is obtained; this enables the childminder to establish a very good knowledge of children's starting points. A series of visits are used to allow all parties to become familiar with each other. The children's admission is managed sensitively and they settle very well. Parents are very well informed of the service provided. Policies and procedures are shared with them and they receive copies of key documents. The parents are encouraged to keep the childminder up-to-date regarding any relevant information that may impact upon the care of their child. Parents are kept very well informed about their child's progress and general events of the day, through the efficient use of verbal feedback and access to their child's records. A daily diary system allows information to be shared between parents and the childminder. Parents are very well informed of their child's preferred activities, current interests and abilities; for example, a very young child's current interest in sorting items by colour. The exchange of such information allows parents to mirror activities at home to support their child's learning. Feedback from parents is very complimentary. For instance, one parent's written comment states that the childminder is 'marvellous and I would be lost without you'.

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

The childminder understands very well how to support children's learning and development. She makes good use of the Early Years Foundation Stage to inform her practice. The children are very well supported and challenged, they are able to learn at their own level and pace and make very good progress. Under the very close supervision of the childminder, children are able to explore the environment freely; for example, a very young child confidently moved from room to room to select toys. The childminder initiates a good variety of adult-led activities, such as those of a creative nature, baking, story time, singing and the use of musical instruments. The children benefit from the enthusiastic and positive interaction of the childminder; for instance, she makes good use of open-ended questions and conversation to extend the children's ideas and learning. Language and vocabulary, and awareness of concepts such as, number, letter, shape, size and colour are effectively promoted and reinforced. The children's achievements and efforts are readily acknowledged and praised; for instance, a very young child's ability to sew using a thick cord and fabric with fairly large holes. This positive acknowledgement helps nurture the children's confidence and self-esteem. Strong, warm relationships are evident between the childminder and the children she cares for, and they are happy and contented.

The children visit places of interest, for example the library, the beach, local parks and shops. During school holiday periods children visit venues such as, Preston Park, the Whacky Warehouse and a children's farm. Young children attend a local parent and toddler group each week. These outings provide children with additional opportunities to socialise with others and to develop their awareness of the local community and the wider world.

The childminder makes very good use of observations to build a sound understanding of each child's capabilities. Records of observations identify very well the next step to be taken to promote each child's learning. This information is used effectively to plan and set goals for each child, planning is flexible and responsive to the children's interests. The children's behaviour is managed very well through the calm, consistent use of age-appropriate techniques. Good behaviour is recognised and praised; the children respond positively and their behaviour is very good. The childminder helps to raise the children's awareness of safety very well. She talks to them about safety rules and the reasons for them, and matters such as, stranger danger; the children also practise road safety and fire drills. Standards of hygiene are high: the childminder presents as a good role model and children are encouraged to adopt good hygiene practices to promote and preserve their welfare. The childminder's understanding of relevant policies and procedures is very good. She understands very well the action to be taken regarding a sick or injured child, the administration of medication and accident management. Parents are consulted in detail about any dietary needs their child may have and such needs are well met. Healthy eating is well promoted. The children have access to fresh drinking water and other suitable drinks throughout the day. They benefit daily from fresh air and exercise through outdoor play. A good range of resources and activities are provided to promote and enhance their

physical development and skills. The children are able to test and refine their abilities within a very supportive environment.

## 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

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