

## Inspection report for early years provision

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<b>Unique reference number</b>	313425
<b>Inspection date</b>	12/02/2010
<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 has been childminding since 1982 and was registered in 1992 in keeping with legislation. She lives with her husband in the residential area of 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 the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years. There are four children on roll in the early years age range and four children aged between five to under eight years. She also cares for children aged over eight years. The childminder cares for children on weekdays from 7am to 6pm for 48 weeks of the year. She has completed a relevant training course and holds a current paediatric first aid certificate. She takes and collects children to and from the local school and nursery, and attends the local parent and toddler groups.

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

Overall the quality of the provision is good.

Children and parents are welcomed into a warm, inclusive environment and are acknowledged and valued as individuals. The childminder works very closely with parents and forges appropriate links with others to meet children's individual needs. Children make good progress towards the early learning goals. The childminder evaluates her practice effectively, identifying areas for further development very well so as 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:

- ensure that the correct address details for Ofsted are included in the complaints procedure and that parents are informed
- further extend children's access to resources that help raise their awareness of all aspects of diversity, in particular disability and gender.

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

The childminder demonstrates a good understanding of how to safeguard children. A suitable policy is in place and the recommended literature is available for reference purposes. Procedures for the collection of children are strict. Security is very well maintained. The required documentation is in place and the vast majority is very well maintained. Risk assessment procedures are good and suitable records are kept. The childminder completes a visual risk assessment before children arrive each day. This is ongoing during childminding hours to help keep children safe. Children are very closely supervised. Appropriate safety equipment is provided and

regular fire drills are completed and recorded. The childminder has a very good understanding of related policies and procedures. She understands clearly the action to be taken in respect of a lost or uncollected child. She shows a good knowledge of how to manage a complaint. A suitable complaints policy is in place and contains relevant information regarding the procedure to be implemented. However, the incorrect Ofsted address is given, though the correct details are displayed in the hall. The childminder appraises the quality of service, care and education provided very well, and areas for improvement are identified efficiently and tasked accordingly. The recommendation from the previous inspection has been addressed. The childminder has completed training in relation to the Early Years Foundation Stage and food safety.

Good use is made of space to provide children with easy access to a good variety of resources. Children are able to make choices and self-select activities independently within the constraints of safety. This helps nurture their decision making skills and independence. The childminder helps to raise children's awareness of diversity and the wider world well. She has completed relevant training and in general, sufficient resources are provided to enable children to develop a suitable understanding of such matters. However, resources to promote aspects such as gender and disability are few. The childminder talks to children about diversity and presents as a positive role model to encourage them to embrace differences in a positive manner. She is able to explain satisfactorily how children who speak English as an additional language would be supported appropriately. The childminder is able to describe how she would liaise suitably with other professionals and agencies to access the help and support children with special educational needs and/or disabilities may require, and relevant training would be sought as necessary. In an effort to forge links with others delivering the Early Years Foundation Stage, the childminder has shared written information about individual children with key people. Unfortunately, feedback to date has been limited.

The childminder works very well with parents and establishes positive relationships with them. Induction procedures are efficient and ensure that pertinent details about children's initial needs and abilities are obtained. This process allows the childminder to acquire a very sound understanding of children's starting points and abilities. Their admission into her care is gradual and tailored to meet their needs. A series of visits to her home are used to enable all parties to get to know each other. Children settle very well. Parents are very well informed of the service provided. Policies and procedures are shared with them and they receive copies for their reference. Parents are encouraged to keep the childminder up-to-date regarding any events or information that may impact upon the continued care of their child. In turn, they are kept very well informed about general events of the day and their child's progress. The childminder uses verbal feedback, photographs, newsletters, telephone calls and relevant documentation to achieve this. Parents have access to their child's records, including observation and developmental tracking records. Children's preferred activities and current interests are discussed with parents. This allows them to mirror resources, activities and learning experiences at home to support their child's learning. For example, the childminder and one parent are currently working together to encourage a young child to interact more socially with their peers. Feedback from parents is very

complimentary. This is reflected through the greetings cards given to the childminder and the positive feedback from completed questionnaires. For example, comments included 'very happy with the service provided', 'a fabulous service' and 'an excellent service, as always'.

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

The childminder demonstrates a good understanding of how to support children's learning and development. She uses the Early Years Foundation Stage very well to support her practice. Children are able to learn at their own level and pace and make good progress. A good variety of adult-led activities is provided to nurture and reinforce children's learning, for instance, creative activities such as making pancakes, singing and story times. Younger children attend a toddler group each day. Children visit places of interest, for example, the local park, shops and library, and often visit the beach and a children's farm. Through these outings, children have additional opportunities to socialise with others and to develop their awareness of the local community and the wider world.

Children are very closely supervised. They explore their environment freely, investigate resources and self-select activities as age appropriate. The childminder makes effective use of discussion and open-ended questions to engage positively with the children to support their play and help them expand their thinking. She encourages children to talk about past events and to describe what they are doing during play. This helps to extend their language and vocabulary and promotes social skills. During play and everyday tasks, the childminder makes good use of opportunities to introduce and reinforce concepts, such as colours, letters and numbers. For example, children are encouraged to name colours and count items. The childminder acknowledges and celebrates children's efforts and achievements, and this positive reinforcement builds their self-esteem and confidence. Very close, warm relationships are evident between the childminder and the children and they turn to her for assistance, comfort and reassurance.

The childminder makes good use of observations to acquire a very sound understanding of individual children's abilities. Relevant information is recorded and used effectively to identify individual children's capabilities and to set learning goals for each child. Planning is flexible and responsive to children's interests. Age appropriate strategies are used very well to manage children's behaviour. For example, older children are made aware of the ground rules and receive gentle reminders when necessary. Children's good behaviour is praised as a way of promoting and reinforcing it. They respond positively and their behaviour is good. Children are helped to develop an appropriate awareness of safety matters. The childminder talks to them about the reasons for ground rules, stranger danger and the need to stay close to her. Children practise road safety and fire drills. Hygiene standards are very well maintained. The childminder presents as a positive role model and children are encouraged to adopt appropriate personal hygiene practices through regular routines. The childminder's knowledge of relevant policies and procedures is good, for instance, those regarding the care of a sick or injured child, accident management and the administration of medication. Healthy

eating is well promoted. Menu choices and dietary needs are discussed in detail with parents and relevant information is recorded. Fresh drinking water and other suitable drinks are provided. The benefits of a healthy, active lifestyle are very well promoted. Children have daily opportunities to play outdoors in the fresh air and go for walks. A suitable variety of resources and activities are provided to support children's physical development.

## 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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