

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY345445       |
| <b>Inspection date</b>         | 02/03/2010     |
| <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 2006. She lives with her husband, a daughter aged 15 years and an adult son. They live in the residential area of East Shore Village in Seaham, 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 currently two children on roll in the early years age range and two 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 7.30am to 5.45pm 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 from the local school and nursery and occasionally attends the local parent and toddler group. The family has a pet rabbit.

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

Overall the quality of the provision is good.

The childminder provides a warm, welcoming, inclusive environment where children and parents are recognised and valued as individuals. Children progress very well and overall they have access to a varied range of appropriate resources. The childminder works very well with parents and forges suitable links with others to meet children's individual needs. She evaluates her practice very well and identifies areas for further development accordingly to support continuous improvement. The required documentation is in place and most is very well organised and maintained.

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

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

- continue to extend the range of activities and resources available to help raise children's awareness of diversity, particularly regarding gender and disability
- ensure that the complaints policy fully clarifies Ofsted's role and that all risk assessment sheets are signed, and consider further extending the details of appraisals conducted.

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

A comprehensive safeguarding children policy is in place. The childminder has a very good understanding of the procedure and the recommended literature is in place for reference purposes. Security is very well maintained. Strict procedures are in place for the collection of children. Risk assessment procedures are good

and positive steps are taken to manage or eliminate risks. However, not all risk assessment records are signed and some do not reflect the full extent of appraisals completed. An ongoing visual risk assessment process helps maintain a safe environment. Appropriate safety equipment is provided. Fire drills are completed and recorded. The childminder's understanding of related policies and procedures is good. She is very well aware of the action to take regarding an uncollected or lost child. Her understanding of how to manage a complaint is satisfactory and a written policy is shared with parents. However, it does not fully clarify the role of Ofsted. Systems in place to evaluate the quality of service, care and education are satisfactory. Areas for further development are identified well and addressed accordingly to support continuous improvement. The childminder seeks out relevant training to enhance her practice, for instance, that in respect of the Early Years Foundation Stage, inclusion and disability and policy writing.

Very good use is made of the space available. Children have access to a wide variety of resources. Child-friendly storage systems enable them to make choices and self-select activities. This helps nurture children's decision making and independence skills. Children's awareness of diversity and the wider world is suitably promoted. The childminder presents as a good role model and differences are acknowledged in a positive manner. In general, children have access to a satisfactory range of resources that help them gain an age appropriate understanding of such matters. However, resources to promote aspects of gender and disability are few. Suitable arrangements are in place to support children who speak English as an additional language. The childminder is able to explain well how she would acquire key words in a child's home language and use visual prompts to aid communication. Arrangements to support children with special educational needs and/or disabilities are suitable. The childminder is able to describe how she would liaise appropriately with other agencies and professionals and access training to meet children's specific needs. Satisfactory links are forged with others delivering the Early Years Foundation Stage. The childminder shares relevant information with key people to support children's continuity of learning.

Positive relationships are forged with parents. Effective induction procedures ensure that relevant details about children's initial needs and abilities are obtained and recorded. This enables the childminder to establish a very good understanding of each child's starting points. Children's admission into her care is managed very well through a series of short visits to her home. This allows all parties to get to know each other and children settle very well. Pertinent information about the service provided and the policies and procedures used is shared with parents. The childminder actively encourages them to inform her of any relevant information that may impact upon the care of their child. She ensures that parents are kept very well up-to-date regarding day-to-day activities and their child's progress. This is achieved by the good use of verbal feedback, photographs and respective parents' access to their child's records and learning journey journals. Individual children's preferred activities and particular interests are discussed with their parents, for example, a very young child's current interest in books. This allows parents to provide similar resources and learning experiences at home to support their child's learning.

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

The childminder has a good understanding of the Early Years Foundation Stage and uses it very well to shape and inform her practice. She supports children's learning and development very well. They are able to take part in activities at their own level and pace, and their progress is good. Children benefit from a good range of adult-led activities, such as special creative activities, cookery, story time, singing, ring games and dancing. This is complemented by children's ability to access a good selection of resources and initiate their own play and learning. Regular outings to places of interest are scheduled into the programme of activities for children. For instance, they visit the local library, parks and green areas, Sunderland Winter Gardens and Museum, the Fun Shack, the cinema and the nearby beach. On occasions, younger children attend the local parent and toddler group. Such outings provide children with opportunities to develop their awareness of the local community and the wider world, and to socialise with others. Children are very closely supervised by the childminder which allows them to explore their environment and investigate the resources provided. The childminder makes good use of discussion and open-ended questions during play to extend children's thinking and promote their learning. Through play activities and everyday tasks, concepts such as number, colour, shape, size, letters and spatial awareness are introduced and reinforced very well. Children's achievements and efforts are readily acknowledged and celebrated, for instance, a toddler's attempt to make marks on paper using chunky crayons. This positive acknowledgement helps nurture children's confidence and self-esteem. Very close, warm relationships are forged between the childminder and the children. Children turn to her for comfort and reassurance and are relaxed and happy in her company.

Observation techniques are used very well and information is recorded well. This enables the childminder to establish a very sound understanding of individual children's abilities and to set goals accordingly to promote each child's learning and help them progress. Children's behaviour is managed very well. For instance, ground rules are explained simply to older children and they receive gentle reminders as necessary. Distraction tactics are used very well with younger children. Positive behaviour is promoted through recognition and praise. Children respond positively and their behaviour is good. Children are helped to gain a good awareness of safety matters via the explanation of safety rules, such as the need to tidy away discarded toys to prevent tripping hazards. The childminder talks to children about stranger danger and the need to stay close to her during outings. Children practise road safety and fire drills.

Hygiene standards are high. Positive role modelling and regular routines are used very well to promote children's welfare. The childminder's understanding of relevant policies and procedures is very good. These are used effectively to preserve children's well-being, for example, those regarding the care of a sick or injured child, the administration of medication and accident management. Healthy eating is very well promoted. The childminder talks to children about healthy foods and uses cookery activities to help raise children's awareness. Older children are encouraged to help prepare food for meals. Parents are consulted closely about

any dietary needs their child may have. Fresh drinking water and other suitable drinks are provided. The benefits of an active lifestyle are very well promoted. Children have access to a good selection of resources and activities to support their physical development, and they have daily opportunities to access fresh air and take 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

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|------------------------------------------------------------------------------------------------------|---|
| <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

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|------------------------------------------------------------------------------------------------------|---|
| <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 | 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

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|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| <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**

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|---------------------------------------------------------------------------------------------------|-----|
| 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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