

## Inspection report for early years provision

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<b>Unique reference number</b>	EY403047
<b>Inspection date</b>	18/02/2010
<b>Inspector</b>	Janet Fairhurst
<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 registered since November 2009. He lives with his wife and one child aged four, in the Consett area of County Durham. Local amenities and public transport systems are within walking distance. The whole of the ground floor area is used for childminding purposes. There is an enclosed rear garden available for outdoor play. The childminder provides care Monday to Friday from 7am to 6pm. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is registered for a maximum of five children and has seven children on roll, of whom five are in the early years age range. The childminder works with a co-childminder and together they may care for a maximum of eleven children. Currently they are caring for thirteen children between them. Both childminders have joint responsibility for the childminding practice.

The childminder is a member of the National Childminding Association. He takes and collects children from the local schools.

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

Overall the quality of the provision is good.

Children are cared for in a very child-orientated and welcoming environment. All aspects of their safety and welfare are met extremely well and all the documentation is in place to support this. The childminder treats children equally, recognising that they are all individuals, which demonstrates a commitment to equality. They benefit from the excellent quality care and learning opportunities provided by the childminder. Observation and assessment records show children are making rapid progress towards the early learning goals. The childminder works well in partnership with parents and other providers, which contributes to ensuring that the needs of children are well met. The childminder demonstrates a positive attitude towards continued improvement.

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

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

- continue to build upon the already very good assessment records by reflecting more the area of problem solving, reasoning and numeracy.

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

Children are effectively safeguarded because the childminder clearly understands his role in child protection and is fully aware of the procedures to follow should a concern arise. He is vigilant in supervising children to ensure they remain safe in

their indoor and outdoor environments. A robust record of risk assessments is maintained to identify and minimise potential hazards to children, both indoors and on outings. Systems are in place to record visitors and written policies clearly identify what will be done in the event of safeguarding issues, lost or uncollected children. The childminder works in close partnership with his co-childminder and they share their documentation, for example, policies, procedures and formats, such as, consent forms; all of which are maintained to a high standard.

Children have plenty of space to fully explore the play materials in a stimulating and comfortable environment. Activities and resources are varied and easily accessible to children so that they can develop their independence skills and enable them to engage enthusiastically in their play. The childminder provides a service that is inclusive for all children.

Parents receive comprehensive information about all aspects of the setting, which includes written policies and procedures. They are kept well informed about their child's care and development, through communication diaries, notice boards, daily discussion and their child's development file. Valuable information is sought from parents to enable the childminder to meet each child's individual needs. From the parents comments it is evident that they are highly satisfied with the service the childminder and co-childminder provides. They report that the childminder is excellent and their children are developing well, learning new things every day. He has good relationships with other early year's settings that the pre-school children attend. This ensures that effective partnerships are in place so that parents, nursery staff and the childminder all work well together well to meet the individual needs of the children.

The childminder has only been childminding for a short time, but is committed to developing his skills, by sharing good practice with his co-childminder. Along with his co-childminder he has completed an evaluation of their service. This has given them an equal understanding of their strengths and areas for improvement. For example, he plans to attend further training courses in order to keep his knowledge up-to-date and together they are devising a questionnaire for parents. This means parents are able to express their views on the care and learning and as a result, become involved in evaluating practices. This approach to the continuous development of the setting positively supports and extends children's care and learning.

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

Children thoroughly enjoy their experiences with the childminder. They are inquisitive, active learners, who are busily interested in everything on offer to them. They select items of their choice and are given excellent support from the childminder to explore them fully. The childminder gains very good information from parents on children's starting points and uses photographs and written observations to identify children's interests and development. This is used very effectively to plan for their next steps. Consequently, children are motivated and enthusiastic about their learning, which means they make excellent progress

through their play and daily routines. Although, in practice the childminder is very effective at incorporating all six areas of learning into his daily plans, very occasionally he misses opportunities to reflect problem solving, reasoning and numeracy into the written assessments.

Children receive support and affection, which results in them feeling confident, motivated, healthy, happy and secure. Their independence is promoted well through easy access to a wide range of resources. The childminder uses his knowledge and understanding of child development to plan interesting activities for the children. He treats children with equal concern, respecting their individuality and meeting their needs. The childminder effectively promotes inclusive practice by encouraging the children to take part in activities, which are appropriate to their different needs and abilities. Children learn about diversity through celebrating festivals, such as, Chinese New Year. As well as by using resources, such as dolls, dressing up clothes, books and small world equipment to provide children with positive images of diversity. Children are helped to make a positive contribution, join in, make friends and respect each other through their daily routines and activities. For example, they are encouraged to tidy resources away and they visit local groups to help them develop their social skills.

The childminder constantly encourages children's communication skills by holding general conversations with them. He asks them how old they are and this progresses into a counting session. He introduces mathematical language in play, prompting children to think. For example, he encourages them to look at the size and shape of the play dough, to identify specific shapes. The childminder has a good understanding of the six areas of learning and provides fun and stimulating activities for the children to enjoy. Children have a great time playing with role play equipment, playing imaginatively with the play food, microwave and cooker. Children enjoy the regular outings the childminder organises in the community, for example, to Beamish Museum, park and farms. They enjoy using the garden, where they access large equipment and physical activities. Here they experiment with shaving foam and collect soil in the wheel barrow to make a mix with water.

The childminder has a good knowledge of nutrition and encourages children to eat a varied diet, however, the co-childminder tends to take responsibility for planning and preparing meals. The childminder finds out from parents, the children's likes and dislikes and records any allergies, which ensures that children only have food that they enjoy and can tolerate. Safety practices are good so children successfully learn about staying safe. For example, they regularly practise fire drills and road safety procedures. Excellent strategies for supporting positive behaviour are in place and children are well behaved as they are kept busy and challenged with a regular change of activities and plenty of opportunity for free choice and expression. In the home children are expected to follow simple house rules, such as, no running, climbing on the furniture and being kind and respectful to each other.

## 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	2
The effectiveness of partnerships	2
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	1
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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	1
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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