

## Inspection report for early years provision

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<b>Unique reference number</b>	313567
<b>Inspection date</b>	09/03/2010
<b>Inspector</b>	Eileen Grimes
<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.

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## **Description of the childminding**

The childminder has been registered since 1993. She is registered on the Early Years Register and both parts of the Childcare Register. She lives in a village outside of Barnard Castle, close to schools and local amenities. The childminder uses the whole of the premises for childminding. There is an enclosed play area to the rear of the house which children are able to access for outdoor play.

There are systems in place to support children with English as an additional language and children with special educational needs and/or disabilities. She attends the local toddler groups and takes children to the park and local facilities. She has a dog, rabbit and fish.

The childminder is registered to care for six children at any one time. She is currently caring for 14 children, of whom nine are within the early years age range.

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

Overall the quality of the provision is good.

The childminder provides very effectively for children in the Early Years Foundation Stage. Very sound partnerships with parents and carers contribute to the childminder's secure knowledge and understanding of children's individual needs and supports their continued care and development. The childminder understands that every child is unique and children are treated as individuals. The children are safeguarded and their welfare needs are met through the childminder's sound practice and the implementation of some highly effective policies and procedures. The children's learning is purposefully promoted and they are making progress towards the early learning goals. Processes of self-evaluation to effectively monitor the setting are in the early stages of development.

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

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

- ensure written consent is in place to transport the children by car
- continue to develop observations and link these to the Early Years Foundation Stage framework.

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

Arrangements for safeguarding children are robust; for example, the childminder has a secure knowledge and understanding of how to protect children and safeguard their welfare. She is fully aware of the correct child protection procedures to follow should she have a concern and consequently children are

protected. The childminder has a safeguarding policy in place which is shared with parents and all adults have appropriate background checks completed. The children's safety is paramount and the childminder has been proactive in ensuring appropriate measures are in place to maintain children's safety. For example, ongoing daily visual assessments are effective in ensuring the environment remains safe and children are fully protected at all times, written risk assessments are also in place.

The childminder has a clear vision for her setting and strives for continuous improvement. Recommendations made at her last inspection have been addressed and she is aware of her key strengths and the areas she wishes to develop further. The childminder has some preliminary processes in place to monitor her setting to ensure the quality of the provision is good. A system of self-assessment to more effectively evaluate her practice has been introduced and the childminder has plans to develop this further. The childminder understands the importance of professional development she has attended various training courses, and through the childminding network acts as mentor for new childminders. She has plans to undertake further training in the near future to ensure she keeps up-to-date with current childcare practices.

Documentation required for the safe and efficient management of the setting and to meet the needs of children is in place, and overall is informative and well-organised. However, there is no written consent from parents to transport children in the car. The children's care, learning and welfare are promoted because the childminder puts the individual needs of each of the children in her care first. Resources are accessible and developmentally appropriate with the daily routine planned to ensure all children are fully included. The childminder works hard to provide an inclusive environment; for example, she values and appreciates the children in her care, and their families and welcomes them into her home. All documentation is well presented and effectively shared with parents; for example, all parents receive a welcome pack and are made aware of the setting's policies and procedures. Highly effective settling-in procedures designed to meet the needs of individual children and their families ensure the children settle well and feel at home in the childminding environment. Parents are kept fully informed of their children's care, progress and achievements as information is effectively exchanged on a daily basis, and written diaries are kept on a monthly basis. The childminder has been proactive in developing links with other early years settings delivering the Early Years Foundation Stage. For example, she has developed positive relationships with the local playgroup, which children in her care attend, to ensure the children are fully supported and receive continuity in their care and learning.

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

The children are extremely happy and relaxed as they play and learn in the comfortable, child-centred environment, smiling, laughing and dancing with no inhibitions. They are developing very good self-esteem as a result of the praise, warm eye contact and cuddles they receive from the childminder. The childminder offers reassurance to children who are unsettled, balancing her time and attention

with all children effectively. The children are very confident of their place in the setting and play cooperatively. They have access to a good range of toys and resources, many of which are available for them to access themselves.

For much of their time, children are free to choose their own activities and the childminder supports them by sitting on the floor with them to extend their play; for example, reading stories, naming parts of the body or playing with musical toys. However, the childminder also plans a range of activities such as outings to local places of interest and play groups. In addition, she makes good use of naturally occurring events, for example, the snow, to offer children new and exciting experiences such as building snowmen. The childminder has started to undertake observations and assessments; however, these are in the early stages and are not yet linked to the Early Years Foundation Stage framework, and do not clearly detail children's progress.

Young children play with musical toys, construction bricks and wooden train tracks which encourage them to develop their problem solving and reasoning skills. They are also learning to understand concepts such as matching, and sorting as they explore different colours, shapes and sizes. All children enjoy very regular opportunities to express themselves creatively through music and song and children freely take part in arts and crafts activities; for example, modelling materials are freely available, at all times.

The children are given a good level of support to understand the benefits of healthy living. They are encouraged to wash their hands before eating, they have constant access to drinks and are reminded to take a drink after physical exercise. The children are provided with nutritious snacks and meals but also enjoy seasonal treats such as home cooked pancakes on Shrove Tuesday. The children take regular exercise both on outings and within the childminder's home. All children have access to the rich stimulating outdoor play area provided by the childminder. This provides children with the opportunity to explore and experiment with various types of fixed and portable activities.

The strong promotion of children's self-esteem and social skills, together with the high levels of independence they are developing, helps to prepare them for the future. In addition, they learn how to manage their own behaviour effectively in order to keep themselves safe; for example, to share with each other and to understand other children's feelings. Appropriate procedures are in place to deal with sickness and to administer medication. The childminder maintains a current first aid certificate enabling her to deal with minor accidents.

## 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

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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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