

## Inspection report for early years provision

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<b>Unique reference number</b>	403028
<b>Inspection date</b>	17/03/2010
<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 1994. She lives with her husband and their two children aged 16 and 18 years, in Prudhoe. The whole of the ground floor is used for childminding purposes. Toilet and hand washing facilities are also on the ground floor. There is an enclosed garden for outside play. There are schools, pre-schools and toddler groups within the village, as well as parks, shops and local amenities.

The childminder is registered to care for a maximum of six children under eight years. She is presently caring for ten children of whom five are in the early years age range. She also offers care to children aged over five years to 11 years. All children attend on a part-time basis. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association. She takes children to and from local schools. She also takes younger children to toddler groups.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel safe and content in the childminder's welcoming and relaxed home. All children make good progress in their learning and development as the childminder has well-developed knowledge of each child's needs to make sure that, overall, their welfare and learning is successfully promoted. The childminder demonstrates a positive attitude to providing an inclusive environment. Systems for monitoring and evaluating the provision, to identify priorities for development, are being established to continue to improve the quality of the provision.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 05/04/2010

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

- develop children's assessment further to include the links to the areas of learning and the next steps in their learning
- further extend partnerships to include other professionals involved in the care of individual children, to work collaboratively to maximise children's progression and provide the best learning opportunities

- further develop the systems of self-evaluation, for example, by using the Ofsted self-evaluation form and employing a whole setting approach which involves parents and children in the process.

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

Children's welfare is maintained because the childminder can identify the indicators of abuse and neglect and confidently explains how she would implement local safeguarding procedures when necessary. All adults living on the premises have undergone checks to confirm their suitability to be with children. The childminder pays careful attention to all aspects of safety, ensuring children's safety is assured in the home, when using resources, on everyday outings such as the school run and the shops, and for visits to local places of interest. However, these are not recorded as required by the Early Years Foundation Stage framework. The effective organisation of the home means that children play in a secure and welcoming environment. The childminder sets out sufficient resources before children arrive, taking account of their individual interests. These are rotated on a regular basis to ensure children remain interested and stimulated.

The childminder establishes open, professional relationships with parents that are also warm and supportive. Effective communication between them ensures children's individual needs are clearly recognised and taken into account. She works closely with all parents at the beginning of the placement to ensure that she has the information required to meet the welfare needs and routines for the children. Verbal and written exchange of information is used to ensure parents are kept fully informed of their children's personal care routines and progress. The childminder works closely and sensitively with parents to support them with issues such as potty training. All necessary policies and procedures are in place to ensure the effective management of the setting. They are detailed and effective to support the welfare and development of children, and they are routinely reviewed and shared with parents. The childminder has links with some other settings that the children attend and is aware of the themes at the local school and nursery so that these can be supported with certain children. However, she has not established systems to share information with some of the other professionals involved in the care of the children, to work collaboratively to maximise children's progression.

The childminder recognises the value of reviewing the learning and development opportunities she offers. She carries out informal evaluations, reflecting on how the day has gone and how successful the activities have been. The childminder identifies her strengths in the relationships she establishes with children and their families, as well as the wide range of experiences she provides. However, feedback from parents and children is not actively sought to give her a broader view of the service she provides. The recommendations raised at the previous inspection have been effectively addressed. This has a positive impact on children's well-being.

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

Children are happy and content, and enjoy the time they spend with the childminder. The childminder has a good understanding of child development and is growing in confidence with regards to delivering the learning requirements of the Early Years Foundation Stage. She is developing useful individual progress books for the children, which include narrative observations. However, she is still in the early stages of using her observations to identify the next steps for individual children and monitor their progress towards the early learning goals. The childminder plans a good range of interesting and worthwhile activities for the children in the home and wider community. She provides a balance of adult-led and freely chosen activities that are adapted to ensure all children are included.

Children's personal independence is developing as the childminder encourages children to take care of their own personal needs, such as making choices on resources and feeding themselves. She joins in with the children's play and asks them enquiring, understandable questions to encourage them to think. The childminder talks to the children about what they are doing, encouraging children's developing use of language and their early words. Children thoroughly enjoy listening to stories, paying close attention as the childminder reads their favourite book to them. The childminder uses play experiences that children initiate well to encourage them to think critically and solve problems. For example, when completing a floor puzzle she suggests that looking at the pictures on the box may help, and also encourages the child to manoeuvre the pieces around so they slot together correctly. The child beams with delight after completing the puzzle. During this activity the childminder takes opportunities to encourage children to count the group of objects on the puzzle, developing their awareness of number. Children are creative, they paint and draw and make shapes and models with salt dough and cutters. They sing songs and tap out notes on the piano keys, as well as make a good attempt to use the harmonica. Children have access to and operate push-button interactive toys, quickly working out the functions of each of the buttons.

Children gain skills for the future and their emotional development is promoted as they learn to play together, developing secure relationships with each other and the childminder. Ongoing explanations from the childminder help young children to understand about sharing and being kind to each other, thus developing their understanding of appropriate behaviour. Children's enthusiasm and self-esteem grow as they are praised and thanked for sharing and their own achievements. They are rewarded with smiles and hugs and taught to say 'please' and 'thank you'. Their knowledge of diversity is increased as they participate in discussions and relevant activities, and access books and toys which provide positive images and information.

Children begin to learn about keeping themselves safe. For example, the childminder talks to them about road safety and the importance of stopping, looking and listening for traffic. Children are encouraged to help tidy away when they have finished playing, to help maintain a safe environment for everyone. The

childminder has considered how to evacuate her home and discusses this with the older children. Although the procedure has not yet been practised with the children, the childminder does appreciate the need to test this out in practice. A commitment to the provision of home-cooked nutritious snacks and meals combined with daily opportunities for outdoor activities encourage children to develop healthy lifestyle habits.

## 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	3

### 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	3
The effectiveness with which the setting deploys resources	3
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	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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### 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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