

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY345261
<b>Inspection date</b>	04/05/2010
<b>Inspector</b>	Julie Morrison
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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 2007. She lives with her husband and two children aged five years and 10 years in Bridgehill near to Consett. The childminder's home is accessed by several steps. The whole of the ground floor, first floor bathroom and front bedroom of the childminder's home are used for childminding. Daily outings are undertaken as children do not have access to the garden. The childminder cares for children on weekdays from 7am to 6pm for 48 weeks of the year.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide overnight care for one child aged five to under eight years of age. The childminder collects children from the local school and nurseries, she attends several toddler groups on a regular basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and well cared for by the warm and friendly childminder. She provides children with a wide range of activities, which cover all areas of learning well and interacts effectively with them to support their learning. As a result, children make good progress in their learning and development. Well established relationships with parents ensures that the childminder is able to meet the individual care needs of all children. The childminder has a good understanding of her areas for development and demonstrates a genuine commitment to developing her practice. However, she has not ensured that her certificate of registration is up-to-date. This has resulted in a breach of her conditions of registration.

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

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

- develop systems to ensure that identified next steps are consistently used to inform future planning and meet children's individual needs
- promote effective continuity and progression by sharing relevant information about children's learning and development with other providers of the Early Years Foundation Stage.

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

Children's safety is promoted well as the childminder has a good understanding of child protection procedures, and knows how to implement them effectively to safeguard the children. A wide range of policies and procedures are in place to further safeguard the children. For example, recording of accidents, medication and consent to obtain emergency medical treatment. A record of risk assessments for the home and outings, along with daily checks ensures that the risk of accidental injury to children is minimised. All adults within the home have had the required checks, to ensure their suitability, this promotes children's safety and welfare. However, the childminder has not ensured that her certificate of registration is up-to-date and as a result, she has breached the conditions of her registration. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and the impact on outcomes for children is minimal. Ofsted does not intend to take further action.

The childminder demonstrates a genuine commitment to inclusion. She works closely with parents from the start, to ensure that she is aware of, and able to support all children's individual needs. For example, finding out about their daily routines, likes, dislikes and interests. Parents are invited for introductory meetings, where they receive copies of all relevant policies and procedures and the childminder discusses her practice. Consequently, parents are well informed about the service she provides. Parents speak very highly of the care and learning the childminder provides, stating that, 'moving our child here was the best thing we ever did'. The childminder keeps parents up-to-date about their child's learning and care through daily verbal feedback, diaries and sharing their observation sheets. The childminder has developed positive relationships with the local nurseries, this ensures that information about children's care and activities are shared. However, she has not further developed this, to share information about children's individual learning and development, to further support continuity of learning for children.

The childminder demonstrates a positive attitude towards developing her practice in order to promote continuous improvement. She demonstrates a genuine commitment to attending regular training, and works closely with other childminders and early years professionals to discuss and develop her practice. The childminder has addressed the recommendations raised at the previous inspection, this helps to promote outcomes for children. For example, practising regular fire drills.

Play opportunities are promoted as resources, time and space are used to good effect at the childminder's home. This enables children to move around the setting confidently and make independent choices about their learning and play. Colourful examples of the children's work helps to develop children's self-esteem and promotes a sense of belonging. Currently, no children with special educational needs and/or disabilities attend the setting. However, the childminder has previous experience of working with children with special educational needs and/or disabilities, and is committed to treating each child as an individual to make sure their needs are met.

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

The childminder is warm and friendly and demonstrates a genuine commitment to promoting children's learning. She has attended relevant training which she combines with regular reading to promote her secure understanding of the learning and development requirements of the Early Years Foundation Stage. Children benefit from individual files and scrap books, which include a variety of photographs and observations of their learning. However, these have not been used to identify children's next steps in learning which makes it difficult to see how they are used to inform future planning. Nevertheless, the children are clearly making good progress in their learning and development. The childminder knows them well and talks confidently about their next steps in learning, this is combined with monthly assessment sheets to demonstrate children's progress towards the early learning goals. Planning is flexible, covering all areas of learning, and takes into account children's interests and stages of development.

Children are happy, settled and relate well to the childminder, she joins in fully with their play and extends learning well. For example, moving resources to encourage babies to crawl and pull themselves up. This is combined with lots of praise and encouragement when they are successful. All children have good opportunities to be creative, they colour, paint and enjoy messy play. The childminder ensures that all children are fully engaged in activities, for example, removing babies and toddlers shoes, so they can feel and explore the sand. Such activities also promote their fine motor skills as they pour, scoop and fill buckets. Committed to promoting their language skills, the childminder chats constantly to the children. She encourages them to name the animals and colours, and engages them in stories to further support their emerging language skills. Children are beginning to develop counting skills, as the childminder uses everyday activities, such as counting how many pieces of fruit they have. This is supported by a wide range of jigsaws, and games to further support problem solving skills. Children's awareness of diversity is promoted through resources, such as dolls and books along with planned activities, for example, celebrating the Chinese New Year. Children behave well at the childminders as she implements age appropriate behaviour management techniques. For example, discussion and distraction. She encourages children to be kind to each other and to share. This is supported by regular visits to local toddler groups to provide further opportunities for children to socialise with their peers. Children are beginning to develop skills for the future through a range of programmable toys.

Consistent daily routines help children to develop a good understanding of healthy lifestyles, for example, washing hands before meals and brushing teeth. This is further supported by planned activities, such as making fruit smoothies and vegetable printing. Children benefit from regular opportunities to be physical, for example, they go for walks to the park and swimming. Practising regular fire drills, road safety and discussions about stranger danger, help children to begin to develop an understanding of how to keep themselves safe. This is combined with effective procedures, such as keeping external doors locked and close supervision

of the children at all times. Children have developed positive relationships with the childminder, they enter her home confidently and immediately engage in play. They come to her for cuddles, and are clearly happy and secure in her care.

## 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	2
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----