

## Inspection report for early years provision

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<b>Unique reference number</b>	EY404475
<b>Inspection date</b>	01/07/2010
<b>Inspector</b>	Julie Morrison
<b>Type of setting</b>	Childminder

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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)

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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 2009. She lives with her partner and two children aged nine and four years in Ouston, near Chester-le-Street. The family has a pet dog. The whole of the ground floor and two children's bedrooms and the bathroom on the first floor of the childminder's home are used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 7.30am 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 two may be in the early years age range. She currently has one child on roll who is in the early years age range. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She collects children from local nurseries.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and friendly environment for all children and their families. She implements suitable procedures to gather information from parents in order to meet children's individual needs and create an inclusive environment. Appropriate use is made of the space to enable children to move around safely and access from a suitable range of age appropriate resources. This is combined with a suitable variety of activities covering all areas of learning. This is conducive to children making appropriate progress towards the early learning goals. Most documentation required to promote the safe and effective management of the setting is in place. The childminder has some awareness of areas for development, however, she has only been minding for a short period of time and as yet, has not developed effective procedures to monitor and evaluate her setting.

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

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

- ensure prior written permission for each and every medicine is obtained from parents before any medication is given (Promoting good health) (also applies to both parts of the Childcare Register).
- 01/07/2010

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

- make effective use of observations of children to assess the progress they are making towards the early learning goals

- promote effective continuity and progression of children's care and learning by sharing relevant information with other providers of the Early Years Foundation Stage
- promote children's understanding of keeping safe by carrying out regular evacuation drills and recording the detail in a fire log book
- develop procedures to promote reflective practice and self-evaluation and identify priorities for development to improve outcomes for children.

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

The childminder demonstrates an appropriate understanding of safeguarding children issues. This is supported by a written policy and a clear understanding of procedures to follow if she has a concern about a child. She has a suitable range of policies and procedures in place which underpin her practice and are shared with parents. Suitable systems are in place to gather all relevant information in order to meet children's needs, for example, dietary requirements and medical history. These are kept up-to-date and stored confidentially to further safeguard children. However, the childminder has not ensured that written permission has been obtained prior to administering medication. This is a breach of the legal requirements, however, the impact on children's welfare is minimal. The childminder has only given medication on one occasion and verbal consent had been received from parents, along with signed acknowledgment following the administration of the medication. Children's welfare is appropriately promoted as the childminder and her family have had suitable checks completed. Daily checks, along with a suitable record of risk assessments, help keep children safe inside and outside of the home. Consent to obtain emergency medical treatment is in place and the childminder holds a current first aid certificate. This ensures that she can respond appropriately to accidents.

The childminder has an adequate understanding of areas for development. Although she has only been minding for a very short time, she does discuss practice with other childminders and has identified that she would like to develop her understanding of the learning and development requirements of the Early Years Foundation Stage. However, she has not implemented effective procedures to further monitor and evaluate her setting in order to ensure continuous improvement. The childminder makes appropriate use of the available space within her home. She provides children with age appropriate resources which are rotated regularly to allow children to make confident choices about their learning and play. The childminder does not currently care for any children with special educational needs and/or disabilities. However, she demonstrates a positive attitude towards ensuring that all children are fully included at the setting and to gathering information in order to meet their individual needs.

Appropriate procedures are in place to work with parents. A welcome pack, along with copies of all relevant policies and procedures, ensures that parents are well informed about the service the childminder provides. Parents are kept informed about their child's learning and care through regular verbal feedback, daily diaries and access to children's individual learning files. Some information has been

passed from parents of children who attend other settings, such as from children's key workers. However, as yet the childminder has not implemented systems to share information with other nurseries in order to promote continuity of learning and care for children.

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

Although children have not been attending for long, they are happy and settled with the childminder. They are confident in her care, moving around the space and accessing resources freely or coming to her for support and cuddles. The childminder demonstrates a basic understanding of the Early Years Foundation Stage and plans activities which cover all areas of learning. Systems for observing the children are in their infancy. The childminder has introduced individual files for the children which she is beginning to use to record photos, examples of the children's work and observations. At present, these do not fully show how children are progressing towards the early learning goals, however, the childminder is starting to get to know the children and their next steps in learning.

The childminder interacts appropriately with the children to extend their learning. For example, she sits with them and supports them as they complete jigsaws, encouraging them to develop basic counting and matching skills. Children are beginning to develop an interest in books. For example, they sit on the childminder's knee as she reads to them, encouraging them to identify objects in the story. This helps to promote communication skills. A variety of creative activities, such as play dough, painting and colouring, helps to promote children's self-expression while having fun. A suitable range of resources, such as dolls and books, help begin to raise children's awareness of diversity and different cultures. Walks and discussions about the weather introduce children to the natural world. Children are beginning to develop skills for the future as they play on toy laptops and enjoy dancing to music from programmable toys.

The childminder uses adequate, age appropriate techniques to help children begin to learn right from wrong. Children are encouraged to be kind to one another and to share toys. They are beginning to learn about keeping safe as they practise road safety, and the childminder discusses keeping safe at the park, for example, not touching glass. The childminder has introduced a written evacuation procedure. However, as yet she has not practised fire drills with the children to further support their understanding of keeping safe. The childminder demonstrates an appropriate understanding of the importance of providing a healthy and balanced diet. Packed lunches are provided by parents, however, the childminder provides healthy snacks of fresh fruit and regular drinks. Children have regular opportunities to be physical. They enjoy bouncing on the trampoline and playing on ride-on toys in the garden. Walks to the park to play on the large play equipment provide further opportunities to support children's good health and promote physical development.

## 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>	3
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>	3
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	3
The effectiveness of safeguarding	3
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	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 01/07/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 01/07/2010