

## Inspection report for early years provision

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<b>Unique reference number</b>	EY310236
<b>Inspection date</b>	23/11/2010
<b>Inspector</b>	Sharon Greener
<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 was registered in 2006. She lives with her partner, adult son, daughter aged 15 years and son aged six years. They live in the residential area of Springwell in Sunderland. The whole of the ground floor of the childminder's house and the bathroom located on the first floor are used for childminding. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register to care for a maximum of five children aged under eight years at any one time, of whom no more than two may be in the early years age range. She is also registered on the compulsory and voluntary parts of the Childcare Register. She is currently minding one child in this age group. The childminder cares for children weekdays for 50 weeks of the year. The family has a pet dog.

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

Overall the quality of the provision is satisfactory.

The childminder welcomes children and parents into her home. She promotes inclusive practice and each person is recognised as an individual. However, resources to help raise children's awareness of diversity are few. The childminder works well with parents and has established suitable links with other providers to support children's learning. Children make satisfactory progress. The childminder evaluates her practice well, and areas for further development are identified and tasked accordingly to support continuous improvement. The required documentation is in place and is suitably organised.

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

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

- provide opportunities to help children to become aware of, explore and question differences in gender, ethnicity, cultures, religion, language, special educational needs and disability.

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

Documentation is well-maintained. A written safeguarding policy is shared with parents and they sign a copy to indicate that they have read and understood it. The childminder has a good understanding of the procedure to be implemented and has completed relevant training. Procedures for risk assessments are satisfactory. The childminder conducts a visual risk assessment of the childminding facilities each day prior to children's arrival. A formal risk assessment is completed and appropriate records are kept. Appropriate safety equipment is provided and fire drills are carried out and recorded. The childminder demonstrates a sound understanding of relevant procedures. For instance, those in respect of a lost or uncollected child. A written complaints policy is shared with parents. The

childminder shows a suitable awareness of the procedure to be followed regarding the management and recording of complaints. Arrangements for the collection of children are strict. The service, care and education provided are evaluated satisfactorily by the childminder. This allows her to identify areas for improvement so as to support continuous improvement accordingly. The childminder holds a valid first aid certificate.

Space is used well to provide children with relatively easy access to a suitable range of resources. Some child-friendly storage systems enable children to self-select resources within the constraints of safety. This enables them to make choices about their play and promotes their independence skills. Children move freely from room to room whilst very closely supervised by the childminder. The childminder helps children to develop a suitable awareness of equality and diversity through her role modelling and by promoting differences in a positive manner. However, resources to help raise children's understanding of the various aspects of diversity are limited. Procedures to support children who speak English as an additional language or those with learning difficulties and/or disabilities are suitable. The childminder acknowledges the importance of working with other agencies and professionals to support children with specific needs, and is willing to undertake relevant training as necessary.

The childminder establishes suitable links with others delivering the Early Years Foundation Stage. She liaises with teaching staff at the local nursery and shares pertinent information with them to support individual children's continuity of learning. Appropriate relationships are built with parents. Induction procedures ensure that they receive relevant information about policies and procedures and the service provided. Children's admission into the childminder's care is tailored to their individual requirements. They are introduced gradually into her care with the assistance of parents. This allows all parties to get to know each other and children settle well. During the induction process parents are consulted about their children's individual needs. They are encouraged to keep the childminder up-to-date with any relevant information. This enables her to continue to meet children's evolving needs accordingly. Parents are suitably informed about their child's learning, daily events and other general information. The childminder keeps parents suitably informed about their children's preferred activities and current interests. For example, a young child's enjoyment of mark-making and their emerging interest in letters. This allows parents to support their children's learning.

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

The childminder has a suitable understanding of how to use the Early Years Foundation Stage to support children's learning and development and they make satisfactory progress. A suitable variety of adult-led activities are provided to complement children's free-play. Children visit places of interest, such as, local parks, green areas, shops and children's play areas. These outings provide children with additional opportunities to socialise and develop their awareness of the local community and the wider world. The childminder makes suitable use of questions and discussion to promote and reinforce children's learning. For instance, when

playing with a selection of dinosaurs a young child is actively encouraged to describe them. The child's ability to correctly identify their various colours and sizes is readily recognised and praised by the childminder. This positive acknowledgement helps foster children's confidence and self-esteem. Regular observations of children help the childminder to build a suitable understanding of individual children's abilities. The information obtained from observations enables her to identify well each child's stage of development and to set goals appropriately to support their learning.

Close, warm relationships are evident between the childminder and the children in her care. Children are very comfortable and content in the childminding environment. This is demonstrated in the way that they move freely from room to room and interact very willingly with the childminder. For example, children initiate conversation most readily and ask questions with confidence. Appropriate techniques are used to manage children's behaviour in accordance to their age and level of understanding. For instance, distraction tactics are used with young children and gentle explanations and reminders of the ground rules with older children. They respond very well and their behaviour is good. Children's awareness of safety matters is promoted appropriately. They practice road safety and fire drills and matters, such as, stranger awareness, are discussed. Hygiene standards are very well-maintained and children are encouraged to adopt appropriate hygiene practices, such as, hand washing. The consistent use of routines and positive role modelling by the childminder helps to reinforce such practice. The childminder has a suitable knowledge of relevant policies and procedures. For example, she understands well the action to be taken regarding the care of a sick or injured child, the administration of medication and accident management. Parents are consulted about their children's medical and dietary needs and pertinent details are recorded. Children are offered a satisfactory selection of meals and snacks to promote healthy eating. Fresh drinking water and other suitable drinks are provided. Children are able to rest and sleep in accordance to their own needs. They are able to develop an understanding of the benefits of an active lifestyle. For example, they dance and play action games indoors and go for walks and have opportunities to access fresh air and exercise each day, weather permitting. A satisfactory range of resources is provided to promote and nurture children's physical development. This helps promote children's well-being.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
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:	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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