

## Inspection report for early years provision

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<b>Inspection date</b>	03/12/2010
<b>Inspector</b>	ISP Inspection
<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 was registered in 2009. She lives with her husband and three children aged three, five and seven years in the residential area of Seaburn 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 compulsory and voluntary parts of the Childcare Registers. She is registered to care for a maximum of three children aged under eight years at any one time, of whom no more than one may be in the early years age range. She is currently minding four children in this age group. The childminder cares for children weekdays from 8 am until 6pm for 48 weeks of the year.

## **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 acknowledges each person as an individual. She works well with parents and has established initial links with other providers to support children's learning. Children make satisfactory progress in their learning and development. The childminder evaluates her practice suitably and areas for further development are identified to support continuous improvement. The required documentation is in place and is suitably maintained.

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

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

- promote effective continuity and progression by further developing links with other providers delivering the Early Years Foundation Stage
- provide resources and opportunities to help children to become aware of, explore and question differences in gender and disability.

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

The necessary documentation is in place. Policies and procedures are shared with parents. This includes information about safeguarding children from harm which they countersign to indicate that they have read it. The childminder has a good understanding of the procedure to be followed and has very recently updated her training in this area. A written complaints policy is in place and the childminder has a suitable awareness of the procedure to be followed regarding the management and recording of complaints. Procedures for risk assessments are satisfactory. The childminder conducts a visual risk assessment of the childminding facilities and resources at the start and end of each day. She completes a written risk assessment bi-annually, details of which are suitably recorded. Appropriate safety

equipment is provided. Fire drills are carried out and recorded each month. The childminder understands relevant procedures very well; for instance, the action to be taken regarding an uncollected or lost child. Arrangements for the collection of children are effective. Children may only be collected from the childminder's care by designated people, as listed on each child's record. The childminder holds a valid first aid certificate. 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 makes good use of space. Particularly the designated playroom where some child-friendly storage systems allow children to select their own resources with ease. This helps promote children's decision making and independence skills. They are able to move freely from room to room whilst under the close supervision of the childminder. Children are able to develop a suitable awareness of diversity as the childminder promotes differences in a positive manner and provides a positive role model. However, resources to help raise children's understanding of some aspects of diversity, such as positive images of disability and gender, are limited. Procedures to support children who speak English as an additional language or those with learning difficulties and/or disabilities are satisfactory. The childminder understands the importance of working with other professionals and agencies to support children with specific needs. She is motivated to undertake relevant training to assist her to do so.

Initial links are built with others delivering the Early Years Foundation Stage and the childminder talks to teaching staff at the local primary school. However, systems to share information have not been fully explored. Relationships with parents are positive. Induction procedures are used well and ensure that they receive relevant information about policies and procedures and the service provided. Children's admission into the childminder's care is gradual and tailored to each child's individual requirements. A series of short visits assist this process and allow all parties to become familiar with each other. Consequently, children settle very well. During the induction process parents are consulted about their children's individual needs and pertinent information is recorded. They are encouraged to keep the childminder up-to-date with any relevant information so as to enable her to continue to meet children's evolving needs. Parents are kept suitably informed about their child's learning, daily events and other general information. They receive appropriate information about their children's preferred activities and current interests. For example, the childminder is currently working with the parent of a young child to promote the child's language and vocabulary skills and their understanding of the concept of size.

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

The childminder has a sound understanding of how to support children's learning and development. The Early Years Foundation Stage is used well to support her practice and children make satisfactory progress. A suitable variety of adult-led activities are provided to compliment children's free-play. Visits to places of

interest are scheduled into the programme of activities for children. For instance, they visit local parks, the beach, a children's farm, museums and the library. Younger children attend playgroup each morning. 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 train set a young child is encouraged to describe how they are building the track. The childminder praises the child's ability to fit the tracks together and to identify the longest pieces of train track. This positive acknowledgement helps nurture children's confidence and self-esteem. The childminder builds a sound understanding of each child's capabilities through the regular observation she completes. Information obtained from these observations allows her to identify 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. This is demonstrated in the way children interact confidently and initiate conversation with her. The childminder makes suitable use of appropriate techniques to manage children's behaviour in accordance with their age and level of understanding. For instance, the use of distraction tactics and praise with young children who respond well and show an emerging awareness of boundaries. Children's awareness of safety matters is well promoted. They practise road safety and monthly fire drills and matters such as stranger awareness are discussed. Hygiene standards are well maintained. Children are encouraged to adopt appropriate hygiene practices. The consistent use of routines and positive role modelling by the childminder help to reinforce such practice. Relevant policies and procedures are in place and the childminder has a suitable understanding of the action to take in respect of a sick or injured child, the administration of medication and accident management. Parents are consulted about their children's dietary and medical needs and pertinent details are recorded. Healthy eating is promoted and children are offered a suitable variety of meals and snacks. The childminder helps to reinforce healthy eating through activities such as cookery and allowing children to help prepare food for meals, within the constraints of safety. Fresh drinking water and other suitable drinks are provided. Children are able to rest and sleep in keeping with their own needs. The childminder acknowledges and promotes the benefits of an active lifestyle. Children have opportunities to take part in physical play activities each day. For instance, indoors they dance and play action games. They access fresh air each day by going for walks or playing in the garden. For example, a young child thoroughly enjoyed playing in the snow with various spades, scoops and containers. A good selection of resources is provided to promote and enhance children's physical development and 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	2
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

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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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