

## Inspection report for early years provision

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<b>Unique reference number</b>	312393
<b>Inspection date</b>	09/12/2010
<b>Inspector</b>	Pauline Pinnegar
<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 1996. She lives with her two adult children in Hebburn, Tyne and Wear. The whole of the ground floor of the childminder's home and the first floor bathroom and toilet is used for childminding. There is an enclosed garden for outside play. The family has two pet dogs, one cat and two tortoises. The childminder cares for children on weekdays from 7am to 5.30pm for 48 weeks of the year.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years range. She currently has one child on roll in the early years range. The childminder also offers care to children aged over five years to 11 years and has five children on roll. She is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She escorts children to and from the local school and attends toddler groups on a regular basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a very 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 a suitable range of age appropriate resources. There are a suitable variety of activities covering all areas of learning which 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 informally evaluates her practice and has started to record her observations and assessments of children, however, these systems are in their infancy and are not yet fully effective in improving outcomes for children and fully promoting continuous improvement.

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

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

- complete an up to date paediatric first aid training course (Suitable people) (Early Years Register) 31/01/2011

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

- develop procedures to promote reflective practice and self-evaluation and identify priorities for development to improve outcomes for children

- develop further systems for recording children's progress, including matching observations to the expectations of the early learning goals and identifying learning priorities in order to plan for the individual child
- extend the opportunities for parents to contribute to children's learning and development record.

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

The childminder demonstrates a sound 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. Consent to obtain emergency medical treatment is in place but the childminder does not hold a current first aid certificate. This is a breach of the legal requirements, however, the impact on children's welfare is minimal as the certificate only expired at the end of November 2010 and the childminder is booked onto training in January 2011. 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. The childminder has installed some safety equipment to help protect children. For example, safety gates and socket covers.

Space within the childminder's home is suitably organised to provide children with a homely, warm and welcoming environment where they can learn, relax and have fun. A suitable range of good quality resources are available to children and these are mostly stored at a low level enabling children to make independent choices. A general selection is put out for children to play with. The childminder adequately evaluates the learning and development opportunities she provides. She beginning to focus on her practice and has recently attended training workshops and High Scope training to help improve her practice further. This is complemented with verbal feedback from parents. However, she has not implemented effective procedures to further monitor and evaluate her setting in order to ensure continuous improvement. She 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.

The childminder enjoys very friendly relationships with the parents. Daily routines, for example, sleep and mealtimes, reflect parental wishes and children's needs. Consequently, children are settled and secure. The childminder regularly talks to parents about how their children have been whilst in her care and shares a daily diary of the activities they have taken part in. Parents speak highly about the childminder and report 'the childminder is a professional person who cares dearly for children and 'she is amazing, absolutely brilliant, kind and considerate'. The childminder has a positive attitude to liaising with other early years settings should

she have any children on roll who attend other settings. She recognises the value of exchanging appropriate information with other professionals to help ensure that all children receive consistency of care and sufficient levels of challenge and support.

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

Children are making steady progress in their learning and development. The childminder demonstrates a satisfactory working knowledge of the Early Years Foundation Stage and how children learn and develop. She is developing her systems for observation, assessment and planning. She is observing children during play and records some of what she sees. She gathers suitable information about children's starting points, individual needs and preferences and she regularly exchanges information with parents. However, this information is not yet used effectively to identify children's next steps in their learning or to inform the planning of their experiences effectively. Also, ways to encourage parents to contribute to their children's developmental records have not yet been fully explored. Children's awareness of their own and different cultures is being suitably developed because the childminder acts as a positive role model. There is suitable range of resources within the childminder's home which reflect different cultures. This helps to promote children's growing understanding of difference.

The childminder recognises what children enjoy doing and provides activities that promote and encourage their interests. For example, babies love to explore using their senses and the childminder provides 'treasure baskets' with a range of materials for children to explore, such as, every day kitchen utensils. The babies love to explore music and rhythm as they enjoy listening to their favourite rhymes and the childminder has just ordered more musical instruments to support this area of development. At toddler groups the children have opportunities to experiment with sand and water and develop their creativity. Children are animated and happy. They relate well to the childminder and have clearly built up good relationships as natural, warm interaction is apparent. Babies are very secure as they move towards her and explore the environment independently. The childminder is involved with the children as she sits on the floor with them, repeating words and taking part in simple action rhymes to promote their play and early language development. The childminder also explores books with children and this is complemented with trips to the local library. Visits to local toddler groups provide children with regular opportunities to socialise with their peers. Children are beginning to develop their skills for the future as they explore a range of 'cause and effect' toys, experimenting by pressing the buttons on activity toys and mobile phones. Early mark making skills are explored using resources, such as large crayons, chalks and paint. Shape sorting resources and jigsaws encourage children to problem solve.

Children are welcomed into clean premises. The childminder implements effective hygiene practices which help her to protect children from illness and infection. This includes implementing a policy regarding children not attending if they are ill. Children benefit from regular opportunities for physical activity, for example, they

play in the garden, go for walks to feed the ducks and enjoy trips to the local park and soft play centre. The childminder provides nutritious meals and snacks for children and offers regular drinks to keep them hydrated. Children have well-established routines and this helps them to feel content and secure. They are happy to play by themselves knowing that the childminder is nearby for reassurance or support. Children's good behaviour, efforts and achievements are readily acknowledged by the childminder who responds appropriately with lots of praise and positive body language. Hence they develop confidence and self esteem. Ongoing explanations from the childminder about safety issues, help children begin to understand how to keep themselves safe.

## 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	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	2

### 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	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:

- ensure that an appropriate first aid qualification is in place (Welfare of the Children being cared for) (applies to both the compulsory and voluntary parts of the Childcare Register) 31/01/2011

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:

- ensure that an appropriate first aid qualification is in place (Welfare of the Children being cared for) (applies to both the compulsory and voluntary parts of the Childcare Register) 31/01/2011