

## Inspection report for early years provision

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<b>Unique reference number</b>	310032
<b>Inspection date</b>	19/01/2011
<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.

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 1992. She lives with her son aged 13 years in the residential area of North Shields, Tyne and Wear. 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 yard for outdoor play. The childminder is registered on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged 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 five children in this age group. There are six children on roll in the five to over eight years age range. The childminder cares for children weekdays from 7.30am to 6pm for 48 weeks of the year.

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

Overall the quality of the provision is good.

The childminder provides a welcoming and inclusive environment where children and parents are respected as an individual. She builds positive relationships with parents and others to support children's learning. Children make very good progress in their learning and development and have access to a good selection of resources. The childminder evaluates her practice very well and overall areas for further development are identified to support good practice and continuous improvement. The required documentation is in place and is very well maintained.

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

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

- encourage parents to offer their views on the care and education provided to enable them to contribute towards the evaluation process to help support further development of the service.

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

The childminder has a good understanding of how to safeguard children. She has completed relevant training and makes use of appropriate safeguarding literature for reference purposes. A written safeguarding policy is shared with parents to inform them of the procedure. Security of the premises is well maintained. Procedures for the collection are good and children are only released to designated people listed on their records. The childminder takes positive steps to help minimise or remove risks to children. She conducts a visual risk assessment of the facilities and resources each day before children arrive and is vigilant regarding safety. Annual risk assessments are completed and records maintained. Appropriate safety equipment is provided. All of these processes help to keep children safe. The childminder has a very sound understanding of relevant policies

and procedures. For example, she is very well aware of the procedure to be followed regarding a lost or uncollected child. All of the required documentation is in place and is very well organised and maintained. A complaints policy is in place and parents are well informed of the procedure. The childminder has a suitable understanding of the action to take to manage a complaint. Good systems are in place to evaluate the quality of service, care and education provided. The childminder is able to identify the vast majority of areas for further improvement. However, not all parents respond to requests regarding feedback about the service provided. The childminder holds a Level 3 certificate in Childminding Practice and a National Vocational Qualification Level 3 in Childcare and Learning. She is committed to her own personal development and has completed vast amounts of relevant training to support her practice, which impacts positively on the outcomes for children.

Space is very well organised. Children have easy access to a good selection of resources and learning opportunities. They have ample opportunities to make choices about their play and this nurtures their independence and decision making skills. The childminder helps raise children's awareness of diversity and the wider world effectively. A good variety of age appropriate resources and activities are provided to help them to develop a good understanding of such matters. The childminder presents as a positive role model to children and makes effective use of discussion to help them to acknowledge differences in a positive manner. She has previous experience of caring for children from different ethnic backgrounds, which further supports her practice. Good systems are in place to support children with special educational needs and/or disabilities and children who speak English as an additional language are in place. In the past the childminder has worked closely with other providers delivering the Early Years Foundation Stage to share pertinent information and to support children's continuity of learning. At present none of the children on roll attend another setting. Positive relationships are built with parents. The childminder makes effective use of induction procedures to ensure that the introduction of children into her care is tailored to meet their individual needs. Children are able to become familiar with her, her family and her home and they settle very well. Relevant information about children's needs and their starting points is obtained from parents. Effective channels of communication are forged between the childminder and parents and they work in harmony to support children's care, learning and development.

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

The childminder has a good understanding of the Early Years Foundation Stage and uses it enthusiastically to support children's learning. She makes effective use of observation techniques and ongoing discussion with parents to build a good understanding of each child's needs and capabilities. Through this, the childminder is able to assess each child's stage of development and to identify appropriate goals to effectively enhance their learning. For example, she is currently supporting young children's interest in counting and colours. The childminder initiates a good variety of activities to complement children's self-chosen play. Everyday tasks,

discussion and play activities are used very well to promote and reinforce children's learning. For example, when playing with children the childminder shows a genuine interest in what they say and encourages them to talk about what they are doing and to name and describe items. Very young children are encouraged to repeat words and sounds. For example, when a very young child offers the childminder a fire engine and utters 'car', she gives praise and repeats the word. This positive reinforcement helps to develop and extend children's language and vocabulary skills and promotes their self-esteem. Good use is made of a wide range of resources, activities and discussion to promote children's numeric and problem solving skills. They are able to develop an age appropriate understanding of concepts, such as, numbers, colours, size and shape and learn to use simple mathematical language, such as, big, little and long. This is demonstrated in a young child's ability to select dressing-up clothes and state whether they are too small or too big for them. Children are able to develop their knowledge and understanding of the wider world and how things live, grow and work. For instance, they observe and learn about wildlife and plants. Children monitor their own growth on a height chart. They visit places of interest, such as, museums, a sea life centre, the library and go for rides on the local ferry which further develops children's knowledge and understanding.

Very close relationships are evident between the childminder and the children. Children show concern and respect for others, which is reflected in way that they share resources and play co-operatively together. For instance, two young children work together to complete a floor jigsaw. Good use is made of age appropriate behaviour management tactics to promote children's positive behaviour. The childminder makes very effective use of praise to promote and reinforce good behaviour. Children respond positively and their behaviour is very good and they are very well mannered. Children develop an age appropriate awareness of safety. They regularly practise road safety and fire drills and are made aware of stranger danger. Standards of hygiene are well maintained. The childminder presents as a good role model to children and encourages them to adopt good hygiene practices. She has a good knowledge of relevant policies and procedures. For example, she understands very well the procedure to be followed regarding the administration of medication, accident management and the care of a sick or injured child. This helps promote and preserve children's health and welfare.

The childminder acknowledges the positive benefits of a healthy diet and an active lifestyle. Children are able to play outdoors, take exercise and go for walks each day. They visit soft play facilities, local parks and children's play areas. Indoor activities include ring games, group games with a soft ball and dancing. For instance, two young children dressed as fairies and thoroughly enjoyed dancing and singing along to a selection of favourite nursery songs. Children have access to a good selection of equipment and resources to allow them to develop their physical skills within a supportive environment. The childminder consults closely with parents regarding any dietary or medical needs their children may have and pertinent information is recorded. She has recently completed training in respect of nutrition and healthy eating. Children are offered a good variety of nutritious meals and snacks and suitable drinks. Babies are fed according to their individual routine. All children are able to rest and sleep in keeping with their own needs. This helps

promote and preserve 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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### 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

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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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