

## Inspection report for early years provision

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<b>Unique reference number</b>	EY408140
<b>Inspection date</b>	11/10/2010
<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.

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 2010. She lives with her partner and pre-school child in Seaham, County Durham. The whole of the ground floor is used for childminding. There is an enclosed garden 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 five children under eight years at any one time, of whom two may be in the early years age range. She is currently minding three children in this age group. The childminder cares for children on weekdays for 49 weeks of the year.

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

Overall the quality of the provision is satisfactory.

Children and parents are welcomed warmly into an inclusive environment, where they are acknowledged as individuals. 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 satisfactorily, and takes steps to improve any areas she identifies for further development. The required documentation is in place and the majority is well organised and suitably maintained.

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

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

- maintain an accurate record of the hours of children's attendance at all times (Documentation) (applies to both parts of the Childcare Register). 22/10/2010

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

- improve continuity and progression by working effectively with other early years practitioners and parents to support children's learning.

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

The childminder has a satisfactory understanding of how to safeguard children from harm. She makes use of safeguarding literature to support her practice. A satisfactory written policy is shared with parents. Security of the premises is well maintained. Suitable procedures for the collection of children are in place, with only named persons able to collect children from the childminder's care. Satisfactory steps are taken to minimise or remove hazards. A daily check of facilities and resources is conducted and recorded appropriately. A formal annual

check is conducted and recorded. Appropriate safety equipment is provided. The childminder has a suitable knowledge of relevant policies and procedures. For example, she understands well the action to be taken regarding a lost or uncollected child. The required documentation is in place, most of which is well maintained. However, two entries in the record of children's attendance have not been fully completed, which is a breach of a specific legal requirement. The childminder has a satisfactory understanding of how to manage a complaint. A written complaints policy is shared with parents and includes the contact details for Ofsted. Suitable systems are in place to monitor and evaluate the quality of service, care and education, and help identify areas for further development. In general, appropriate action is taken to support continuous improvement. The childminder seeks out relevant training to support her practice. She is currently working towards a level 3 certificate in childcare.

Space is used well. Child-friendly storage systems enable children to access a suitable range of resources with relative ease. This allows them to make choices and nurtures their decision-making and independence. Children's awareness of diversity and the wider world is sufficiently well promoted. The childminder provides a positive role model. Simple explanations, resources and play activities are used well to help children recognise differences in a positive manner. Children have access to a satisfactory selection of resources and activities to help them to develop an awareness of diversity. The childminder is willing to seek out relevant training and work with other professionals and agencies to ensure that the needs of children are met. Satisfactory links are made with others delivering the Early Years Foundation Stage. Children recently placed with the childminder attend the local primary school and nursery. The childminder has made initial contact with key staff at the settings. She is beginning to develop links to facilitate the exchange of relevant information so as to support children's continuity of learning.

Positive relationships are forged with parents. Copies of policies and procedures are shared with them. Induction procedures are used well to ensure that pertinent information about children's initial needs and abilities is obtained and recorded. This allows the childminder to build a sound understanding of children's starting points. She sensitively introduces children to her home through a series of introductory visits. This allows all parties to become familiar with each other and children settle well. Parents are kept suitably informed of the service provided, general events and their child's progress. This is achieved through regular verbal feedback, the use of photographs, a home-to-home diary system and parents' access to their children's records. The childminder encourages parents to inform her of anything that may affect their children's care. She gives parents good information about their children's current interests and developmental progress, which helps them to support their children's learning. Feedback from parents is complimentary. One parent said 'I am very happy with the service and feel confident when leaving my child, who is settling well'.

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

The childminder understands how to support the children's learning and development. She uses the Early Years Foundation Stage appropriately to inform her practice. Children are well supported and challenged and they make satisfactory progress. The childminder encourages them to explore freely and make choices about their play, while under her close supervision. A suitable variety of adult-led activities include story time, additional creative activities, singing, group games and activities and outings. Children visit places of interest such as, local parks, children's play areas, shops and a children's farm. Young children attend local parent and toddler groups each day. These outings provided children with additional opportunities to socialise with others, and to develop their awareness of the local community and the wider world. The childminder makes satisfactory use of questions and discussion to promote and reinforce children's learning. For instance, whilst watching a DVD a very young child is encouraged to point to characters named by the childminder. The childminder also names other items pictured and encourages the child to talk about them. Such activities help to promote and enhance children's language and vocabulary skills. Children are able to develop an age-appropriate awareness of simple mathematical concepts such as, shape, size, colours, spatial awareness and number. For example, during play with a selection of toy animals very young children are encouraged to count them. The childminder also brings children's attention to different characteristics of the animals, such as colour and size. Children's abilities and efforts are recognised and praised by the childminder. This helps to nurture their confidence and self-esteem. Warm relationships are evident between the childminder and the children for whom she cares and they turn to her readily for reassurance, comfort and guidance.

Children's individual learning and progress is suitably monitored and evaluated. This is achieved through the observations made by the childminder and her discussions with children and parents. A satisfactory system of recording this information is in place. This enables the childminder to build a suitable awareness of each child's capabilities. The information is used well to identify the next step to be taken to promote each child's learning. Children have access to a satisfactory variety of resources and learning experiences. Planning is flexible and responsive to children's individual interests and abilities. Children's behaviour is suitably managed through the use of age-appropriate strategies. They respond positively and are well behaved. The childminder helps to raise the children's awareness of safety. Simple explanations of the ground rules and gentle reminders are given as necessary. She talks to children about matters such as, stranger danger, the safe use of toys and road safety. Hygiene standards are well maintained. Children are encouraged to adopt appropriate hygiene practices, which are reinforced through regular routines, such as hand washing at appropriate times. Relevant policies and procedures are used appropriately. For example, the childminder has a satisfactory understanding of the action to be taken in respect of a sick or injured child, accident management and the administration of medication. Children's dietary needs are discussed in detail with parents. Children are offered a suitable variety of nutritious meals and snacks. Fresh drinking water is available and other suitable

drinks are offered throughout the day. The childminder ensures children have the opportunity to be physically active each day. They play in the garden and go for walks. A suitable variety of resources and equipment is provided to promote their physical skills 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	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). 22/10/2010

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). 22/10/2010