

## Inspection report for early years provision

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<b>Unique reference number</b>	313699
<b>Inspection date</b>	16/03/2011
<b>Inspector</b>	Jacqui West

<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 1995. She lives with her husband and their three children aged 14, 17 and 20 years in the residential area of Lanchester in Durham. The whole of the ground floor and the bathroom on the first floor of the childminder's home is used for childminding. There is a fully enclosed garden for outside play. She has two dogs, a guinea pig, a rabbit and fish as pets. The childminder cares for children on weekdays from 7.30am to 6pm 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 age range. She is currently minding four children in this age group. She also offers care to children aged over five years and is currently minding four children in this age group. This childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has established links with the local school and has partnership arrangements in place with other early years settings. The childminder collects children from the local school and attends several toddler groups on a regular basis.

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

Overall the quality of the provision is good.

The childminder provides a warm and friendly environment to all children and their families. She demonstrates a genuine commitment to inclusion which is evident throughout all aspects of her practice. The childminder has a good understanding of Early Years Foundation Stage and provides children with a good range of activities to support their learning and development. Excellent relationships have been forged with parents. The childminder has a very clear vision and is fully motivated and committed to develop her practice. She has attended an extensive range of training that has had a very positive impact on the service she provides. However, this is not fully reflected as part of her self-evaluation.

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

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

- further develop procedures to ensure that the systems for self-evaluation identify priorities for development and reflects the progress made to improve outcomes for children.

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

The childminder organises her provision very well. She has a detailed range of policies and procedures in place which are used effectively to safeguard children.

This is combined with a good understanding of the signs and symptoms of abuse and the procedure to follow should she have any concerns. Detailed risk assessments take place on a daily basis within the childminder's home and for outings. Consequently, the chance of accidental injury is effectively reduced. Security is very well maintained. Strict procedures are in place regarding the collection of children. Appropriate safety equipment is provided and regular fire drills are completed. The childminder shows an outstanding dedication and commitment to driving improvement. She develops her knowledge through attending ongoing training and implementing change through reading. This is reflected in the high quality of care and education she provides. Space is well organised and provides children with easy access to a good variety of activities and learning experiences. Some child-friendly storage systems allow children to self-select resources and make choices about their play. This helps foster their decision making and independence skills.

Partnership with parents is outstanding. The childminder speaks to them on a daily basis about the experiences their children have enjoyed. This is complemented with very detailed written information such as, prospectus, written policies and a daily diary. Children's interests are discussed and recorded with the parents. This enables their needs to be fully met and encourages parents to be involved in their children's learning at home through highlighted activities. Very positive comments are received from both parents and children, such as, 'provides a stable, loving and stimulating environment'. Systems to liaise with other providers delivering the Early Years Foundation Stage are good. The childminder is in regular contact with staff and ensures she is familiar with current themes, this enables continuity and coherence. The childminder demonstrates a positive attitude towards her chosen career. She is highly motivated and committed to developing her practice to promote outcomes for children. Systems for self-evaluation are good. The childminder gains written and verbal feedback from children and their parents. She is aware of her strengths and areas for development. However, these are not fully reflected as part of the self-evaluation process. This has a slightly negative impact on her ability to effectively monitor the improvements made. Recommendations from the previous inspection have been fully addressed and this has a positive impact on improving the quality.

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

The childminder uses the Early Years Foundation Stage very well to ensure that children's learning and development are effectively promoted. She uses the Practice Guidance as a working tool to gain advice and information to support children's learning. Their development is tracked by using the practice cards. She records observations and uses photographs linking these to the aspects within the six areas of learning. She records the next steps in children's development so that she monitors their progress effectively. These observations and photographs are well presented in individual diaries and are available to parents at all times.

Children benefit from a flexible routine including a balance of child-centred and adult-led activities. They develop an understanding of what is right and wrong

through a consistent approach. Children enjoy using their imagination as they play with the train track. Children show an awareness of shape and letters as they begin to identify familiar letters in their name. Children's communication skills are developing well, they can make their needs known such as, 'I don't want this bit of my packed lunch'. Good use is made of the local area giving children a breadth of opportunities, including trips to the local farm and museum. The childminder provides different activities to raise children's awareness of the natural world. An example of this is where they grow tomatoes and sunflowers. The children engage in research projects to extend their learning, such as, they learn how to care for guinea pigs. Children use information and communication technology to support their learning, they have access to remote control cars and cameras. Children access creative resources, such as, drawing, tracing and painting. They develop a growing awareness of others as they celebrate some festivals, such as St. David's Day and Chinese New Year. This is complemented by a range of resources that promote positive images of others.

Children are cared for in a clean and comfortable environment. They are beginning to develop an understanding of good hygiene and personal care through positive role modelling. For example, they wash their hands at appropriate times and discuss the reasons. Parents provide packed lunches for the children. Perishable goods are labelled and stored safely to ensure children's well-being. The childminder shares relevant leaflets and information to promote good health. Detailed systems are in place to gather information with regard to special dietary needs, which ensures children's individual requirements are effectively met. Children are active or restful through choice and sleep in-line with their individual needs and parents' wishes. They develop their physical skills as they visit the park and local soft play facilities. They learn about safety as the childminder constantly talks with the children about safe rules including crossing roads using the green cross code. All relevant documentation with regard to health, including specific dietary needs and consent forms, are in place and up-to-date. These positively safeguard 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	1
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	1

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

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