

## Inspection report for early years provision

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<b>Unique reference number</b>	EY350594
<b>Inspection date</b>	14/03/2011
<b>Inspector</b>	Eileen Grimes
<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 2007. She lives with her husband in Belmont near to Durham City. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet dog.

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. There are currently four children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder is kind and affectionate in her dealings with children, which helps them to feel secure and settled in her care. She has a very sound understanding of the learning and development requirements of the Early Years Foundation Stage to ensure that children make effective progress in their learning. She works exceptionally well with parents to ensure she has a sound understanding of children's specific needs, so helping her to recognise and value all aspects of their individuality. The childminder takes account of sources of local advice and training to help ensure her awareness of current childcare issues. She has started to evaluate some aspects of her childminding service. She is identifying further training and the impact this will have for children in her care.

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

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.

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

The childminder gives high priority to safeguarding and all associated issues which results in children being protected. She has a very sound understanding of the local safeguarding children's board procedures. Risk assessments for indoor, outdoor and outings are completed and reviewed and all adults within the home have checks in place. Her wealth of policies and procedures, which are reviewed annually and shared with parents, ensures that they are kept up to date with her

practice.

Space within the home is very well organised. Children have freedom to move around the home, with large open spaces available for children who are less mobile. Children have the freedom to move from inside to outside the home via patio doors. Resources within the home are maintained to a high standard, these are easily accessed by children to develop their independence. There is a range of resources such as books and puzzles which reflect the diversity of society. The childminder supplements these through the local toy library and through activities and visits.

The childminder has an understanding of how she wishes to develop the service she provides. Recommendations made at her last inspection have been addressed and she is aware of some of her key strengths and the areas she wishes to develop further. She has some processes in place to monitor the setting to ensure the quality of the provision is good. For example, feedback is actively sought from parents and documentation is reviewed on a regular basis. The childminder understands the importance of professional development and in 2009 completed a National Vocational Qualification Level 3 in childcare and education. She has plans to undertake further training in the near future to ensure she keeps up to date with current childcare practices through attending any relevant short courses or workshops.

The childminder has developed very sound relationships with the parents based on mutual respect and understanding. She takes time at the end of every day to complete a daily diary and makes time to talk with parents. Parents are encouraged to contribute to the setting. The childminder seeks their views and at their child's annual review records, policies, and other information is updated. Parents are able to look at children's files at any time and parents make valued comments on observations to verify children's progress. Parents comment that they are extremely happy and confident with the care the childminder provides for their children. The childminder is beginning to develop links with other early years settings to allow her to develop topics from nursery. For example, the school were embarking on a topic of planets. The childminder used her local library to find resources to allow her to extend this learning.

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

The childminder uses observations and assessments well to recognise each child's interests and to identify the next steps in their individual learning. She plans activities and makes resources easily available for children to offer challenge and, as a result, children are making good progress towards the early learning goals. The childminder understands the importance of free play, which values children's choices and promotes their confidence and self-esteem. She shares information about children's development with their parents so that they can continue to support learning at home. For example, parents read and make written comments on observations. Young children are becoming increasingly able to use their

language and communication to convey their own thoughts, feelings and needs. The childminder extends their vocabulary through good interaction. Children clearly enjoy listening to stories and participating in playing musical instruments.

Children are beginning to develop an understanding of the wider world around them, as the childminder provides an expanding range of resources and activities to help them learn about diversity and other cultures, such as books, toys and dressing-up clothes. The childminder maximises other opportunities such as organising a fun afternoon for Red Nose Day which includes all children and parents.

Children are given a good level of support to understand the benefits of healthy living. They are encouraged to wash their hands before eating and also learn about the importance of good food hygiene. They have constant access to drinks and are reminded to take a drink after physical exercise. Children are provided with nutritious snacks and also enjoy seasonal treats such as various red foods for Red Nose Day. Children take regular exercise both on outings and within the childminder's home. Young children have a good amount of clear floor space to practise their mobility.

The strong promotion of children's self-esteem and social skills, together with the high levels of independence they are developing, helps to prepare them for the future. In addition, they learn how to manage their own behaviour effectively in order to keep themselves safe, for example, how to walk sensibly outdoors and to cross roads carefully. Appropriate procedures are in place to deal with sickness and to administer medication. The childminder maintains a current first aid certificate enabling her to deal with minor accidents.

## 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	3
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

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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