

## Inspection report for early years provision

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<b>Unique reference number</b>	EY278915
<b>Inspection date</b>	05/10/2011
<b>Inspector</b>	Lynne Pope
<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 2004. She lives with her husband in the residential area of Dipton in County Durham. The whole of the ground floor, the bathroom and small front bedroom on the first floor of the childminder's home is used for childminding purposes and there is an enclosed garden for outside play. The family has a dog, two guinea pigs, a cockatiel and tropical fish.

The childminder is registered by Ofsted on the Early Years and 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 four children in this age group. She also offers care to children aged over five years. Currently there is one child that attends in this age group. The childminder cares for children Monday to Friday from 7am to 7pm for 47 weeks of the year. She escorts children to and from the local school. She attends toddler groups on a regular basis.

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

Overall the quality of the provision is good.

The childminder has good experience and secure understanding of the requirements of the Early Years Foundation Stage. This enables her to provide children with a varied selection of play opportunities which are well matched to the childminder's observations of their interests and developmental needs. The childminder has a caring nature which ensures that children have their welfare needs met effectively. She works very well with parents and other professionals in order to meet children's individual needs. The childminder reflects effectively on her own practice and is proactive in extending her knowledge and skills.

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

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

- continue to develop systems for recording children's progress, for example, by recording parents observations in their child's development record.

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

The childminder demonstrates a clear commitment to safeguarding. She is suitably trained and understands Local Safeguarding Children Board procedures to recognise that children may be at risk of harm. Clear written policies, procedures and record keeping systems ensure that children are kept safe, protected and supported. Comprehensive risk assessments have been carried out on the home, garden and outings. They are regularly updated which ensures possible hazards are minimised. The childminder provides a welcoming environment, making excellent

use of space within the home which helps children to feel secure and valued. Equality of opportunity is well-promoted, ensuring all children are supported to participate in all aspects of the provision. There is a wide range of good quality resources and furniture that are age and ability appropriate and are well maintained and checked on a regular basis. Resources are provided on low level shelving in the back room enabling children to make their own choices and develop their independence. The childminder observes children's interests and focuses activities based on these, which help children to achieve.

The childminder reflects on her practice and has a strong commitment to continuous professional development. She uses the Ofsted self-evaluation form to appraise her service and accurately recognises the strengths of the setting. She has achieved the Cache Level 3 National Vocational Qualification in children's care, learning and development and has attended training for safeguarding children and outdoor play. Recommendations raised at the previous inspection have been implemented. For example, parents receive a copy of the provisions, written policies and procedures which include the procedure for making complaints.

The childminder has developed a strong and effective relationship with parents. She ensures that the needs of all children are met and parents are kept well-informed through verbal updates. Children's achievements are confirmed through parents viewing the development record weekly. They keep the childminder updated about their child's achievements, however, effective use has not been made of this information in the development record to give a full picture of the child's development. Good partnerships are in place with other providers delivering the Early Years Foundation Stage for a child or group of children to ensure progression and continuity in their learning and development. Though no children currently attend with special educational needs and/or disabilities, the childminder demonstrates an understanding of how she would help them to learn and develop to their full ability.

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

The childminder is well aware of children's likes, dislikes and current stage of development through the sensitive settling-in procedure. This information helps the childminder to provide an individualised service and have realistic expectations of the children. Planning for activities is well documented which clearly shows the progress children are making towards the early learning goals. Well-presented development files include observations and photographs of children's activities and are linked into the Early Years Foundation Stage. These are evaluated by the childminder and the next steps in their learning and development are noted which helps with future planning. Every six months the childminder completes a written assessment of the child's progress which ensures that all areas are covered.

The childminder's calm approach and warm and playful interactions motivate young children well and help them to make progress. As they get older, they show their increasing independence in selecting and carrying out activities. Children communicate through sounds, single words and eventually sentences about

matters that interest them. They develop an interest in books and they enjoy looking at the pictures and name them. Children's understanding of the spoken word is reflected when they follow simple instructions, such as, helping to tidy the toys away. Problem solving skills develop as they attempt to fit the wooden jigsaw pieces into the slots on the board. Children are alert to and investigate things that challenge them. For example, they investigate electronic toys working out that a lid pops up or it makes a sound when a button is pressed. Their understanding of the wider world is promoted as they take walks in the local environment. They collect leaves and use them in craft activities on their return. Children move around the home with confidence, connecting with the resources. They access the garden daily where resources, such as, bicycles, scooters, balls, hoops, ride-on-cars and space hoppers help them learn how to negotiate the space successfully. Visits to toddler group, parks and play areas help children learn how to mix with other children and learn to respect each other. A wide range of resources help children to learn about our diverse society and this is supported by the childminder carrying out activities linked to various festivals, such as Chinese New Year.

Children's health and well-being is enhanced as the childminder demonstrates acceptable behaviour and practice. She has a calm, consistent attitude to caring for the children. She sets clear boundaries for them where she explains what is and what is not acceptable behaviour. Young children are removed from hazardous situations and distraction is used. The childminder has an understanding of the importance of providing a healthy and balanced diet based on children's individual requirements. Their dietary needs, likes and dislikes are discussed with parents when they first start and the childminder explains the benefits of providing healthy choices when parents provide their own snacks and meals. Necessary steps are taken to prevent the spread of infection. The childminder closely monitors older children who are independent in using the bathroom giving them reminders where needed about flushing the toilet and washing their hands. She backs this up with explanations about germs to help their understanding. Organisation of the home enables children to take safe risks as they become mobile and they learn to stay safe through the childminders guidance. For example, evacuation of the home is practiced to develop their understanding of what to do in an emergency.

## 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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