

## Inspection report for early years provision

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<b>Unique reference number</b>	EY432770
<b>Inspection date</b>	18/04/2012
<b>Inspector</b>	Pauline Pinnegar
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 September 2011. She lives with her husband in the Sunnybrow area of Crook, County Durham. The whole of the ground floor of the property is used for childminding. There is an enclosed garden to the front and a decked area to the back of the property available for outdoor play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet dog and a hamster.

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 is currently one child attending who is within the Early Years Foundation Stage, who attends on a part-time basis. The childminder has two registered assistants and when working with an assistant, may care for no more than 10 children under eight years; of these, not more than six may be in the early years age group, and of these, not more than two may be under one year at any one time. 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. The childminder is a member of her local childminding network group and County Durham's accredited childminding group. She is also a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very warmly welcomed into an extremely friendly and exceptionally child-oriented home by the childminder. The childminder is committed to meeting their individual needs and ensures all children are included and individual needs are met exceptionally well. Children's learning and development are actively promoted as they benefit from the vast range of interesting and challenging age-appropriate activities. Good partnerships with parents help to ensure children's needs are fully met and they speak very highly of the care their children receive. The childminder is committed to developing the provision and has identified she needs to continue to develop parents contributions to the assessment process; consequently, the capacity to maintain continuous improvement is good. Most documentation for the safe and effective management of the setting is in place.

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

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

- request written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's
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welfare).

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

- develop further the systems for parents to contribute to children's learning and development record.

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

The childminder has a good understanding of safeguarding issues. There are effective vetting procedures, which ensure that all adults living on the premises or having contact with children are suitable to do so. For example, all adults hold relevant checks and clearances. Children's welfare is effectively safeguarded because the childminder has a clear understanding of her role and responsibilities in relation to child protection. She has attended training to update her knowledge and ensures that her policy is clearly shared with parents. The childminder demonstrates a sensitive awareness of possible indicators of abuse, together with a firm commitment to keeping children's welfare paramount. The learning environment for children is safe as the childminder carries out risk assessments of her home, garden and any outings undertaken. The arrangements for joint working ensure that children are well supervised at all times, while enabling them to make choices and try new challenges. Record keeping is mostly well organised and a good range of policies and procedures underpins the safe and efficient management of the provision. The childminder has a detailed procedure regarding seeking emergency treatment or advice for children in an emergency situation. However, clear parental consent is not in place which is a specific requirement in order to fully safeguard children.

The childminder is enthusiastic and keen to enhance her provision, which is already of good quality. The extremely well organised environment provides rich, varied and imaginative experiences that meet the needs of the children very well. Children enter to see welcoming posters and beautiful displays and photographic displays in addition to their artwork. This supports their secure sense of belonging in the setting. Children's play opportunities are maximised through the effective organisation of space, time and resources. Child-friendly storage systems enable children to easily make choices about their play. This enhances their decision making and independence skills. Equality and diversity is effectively promoted throughout all aspects of the setting and the childminder demonstrates an excellent commitment to promoting inclusive practice. The childminder fully recognises the importance of critically reflecting on what she does in order to further improve outcomes for children. The setting does not stand still as they continually plan for future improvements. The childminder enthusiastically attends a wide range of training to further her childcare knowledge. The Ofsted self-evaluation form is also used as the basis of ongoing internal review. Parents communicate their views about the service through direct contact and through the use of written questionnaires.

Positive working partnerships are in place with parents. Parents and carers are consistently involved in decision making on key matters affecting their children through well-established procedures, such as the daily diary, which they are encouraged to maintain with the childminder. Parents provide the childminder with detailed information about children's individual requirements so these can be fully met. Parents speak highly of the childminder and the service including comments such as, 'the childminder is nicest, kindest, and most caring person I have ever met' and 'I would recommend her to anyone and she provides me with lots of information'. Children do not currently attend any other settings. However, the childminder is fully aware of the benefits of partnerships with other providers delivering the Early Years Foundation when this is appropriate.

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

Children are making exceptional progress in their learning and development and clearly enjoy themselves at the setting. Plans are thorough and relate to the six areas of learning. The childminder knows all the children extremely well and clearly discusses their excellent achievements. She systematically records high quality observations of the children and identifies the next steps in their learning. The assessment process is rigorous and the information gained used very effectively to guide planning. However, systems to note parent's contributions are not fully embedded to enhance the already exceptionally good practice.

The childminder offers substantial levels of help and support to ensure that all children receive maximum enjoyment out of the activities. She actively promotes and supports diversity extremely well to help children gain a secure understanding of the society they live in. Children demonstrate exceptionally high positive behaviour in response to the childminder's patience and realistic expectations. Imaginatively planned activities effectively promote children's understanding of the natural world, for instance, hunting for insects in the garden and growing plants and vegetables. Children explore 'new life' first hand as they visit the baby lambs and feed the birds in the garden. Children show a strong sense of belonging. Their emotional well-being is supported extremely well as they have a close, warm relationship with the childminder who encourages them to talk about their feelings, families and friendships and this is explored further with props such as 'empathy dolls'. Children have ample opportunities to enjoy mark making and are developing excellent hand and eye coordination. This is a keen interest at the moment and mark making resources and activities have been extended in the garden with large chalk boards. Children also make marks with rice, sand and dough.

An array of matching, sorting and sequencing activities promote their problem solving and reasoning skills very well. Children delight in using their imagination as they access the interesting range of dressing-up outfits and small world toys. They delight as they use their imagination in the role play kitchen cutting up real carrots and potatoes. Children's well-being is substantially enhanced through effectively planned opportunities for large physical play either outdoors or with visits to local amenities. They have excellent opportunities to use information and

communication technology to develop their skills for the future. Examples of this are where they use digital cameras, interactive programmable toys and the computer. They also explore their senses with an array of heuristic resources and sensory lights. They love to investigate the range of mirrors which are positioned at child-height. Children love to use the large resource box with an array of different materials and textures such as voile and 'crinkly' paper.

The childminder places a high emphasis on healthy eating and provides children with healthy and nutritious snacks of fresh and dried fruit. They are able to try new and interesting flavours, such as fresh pineapple and other exotic fruits after reading 'Handa's Surprise'. Nutritious lunches are provided and are prepared using fresh ingredients. Children develop an excellent understanding of healthy eating through activities such as cooking, and food tasting sessions exploring different food from around the world. They help to cut the fruit for snacks, squeezing oranges for drinks, and have fun making porridge after reading 'Goldilocks and the three bears'. They have free-flow opportunities to enjoy outdoor play and the childminder has extensively developed the range of activities and resources available to children in the garden. For example she has introduced a 'sensory wall' and a 'dinosaur park'. Although children are very young, the childminder raises their awareness of keeping themselves safe and helping prepare their own snacks. The childminder talks about road safety when on outings and carries out regular evacuation drills to help develop an 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	1
The effectiveness with which the setting promotes equality and diversity	1
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	3
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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met