

## Inspection report for early years provision

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<b>Unique reference number</b>	EY353941
<b>Inspection date</b>	25/07/2012
<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).

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 2007. She lives with two children aged six years and eight years in the residential area of Seaton Sluice, Northumberland. The whole of the ground floor and the bathroom on the first floor of the childminder's home is used for childminding. There is an enclosed garden to the rear of the property available for outdoor play. The childminder is able to take and collect children from local pre-schools. The family has a pet kitten.

The childminder is registered to care for a maximum of five 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 three children attending who are within the Early Years Foundation Stage, who attend on a part-time basis. There were no children present during the inspection. 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 overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and friendly environment for all children and demonstrates a suitable understanding of how to promote all aspects of children's welfare. Most documentation for the safe and efficient management of the provision is in place. Evidence shows a varied range of activities covering all areas of learning, help children to make steady progress in their learning and development. Systems for planning, observation and assessment are developing and there is a positive commitment to providing an inclusive environment; all children are treated as individuals. Friendly partnerships are in place with parents and partnerships with other early years practitioners are developing. The childminder has a suitable understanding of areas she wishes to develop and procedures to self-evaluate are satisfactory in order to promote continuous improvement.

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

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

- identify aspects of the outdoor environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 08/08/2012
- ensure information is obtained from parents about who has legal contact with the child; and who has parental responsibility (Safeguarding and promoting 08/08/2012

children's welfare).

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

- promote effective continuity and progression by sharing relevant information about children's learning and development with other settings
- develop the systems for observations to clearly inform the planning of children's next steps in their development, and match the observations to the expectations of the early learning goals in order to track children's progress effectively.

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

From discussion, the childminder shows a suitable understanding of child protection issues and this is reflected in the written safeguarding policy. She is aware of the signs and symptoms that indicate abuse or neglect and confidently explains the steps she would take if she had concerns about a child. She has also completed on-line child protection training. Suitable procedures and a range of safety equipment, such as smoke detectors, stair gates and keeping external doors locked, are in place to safeguard children. These are combined with daily checks and written risk assessments which cover areas of the home indoors and outings. However, the written risk assessment does not reflect risks related to the outdoor area which is a breach of a requirement in place to fully protect children. The childminder has a suitable range of written policies along with most required children's records. These include medical history and contact details, all of which are suitably organised and readily available for inspection. Information in relation to who has legal contact and parental responsibility for the children is not in place which is a breach of a requirement. However, records do ensure that children are collected by named persons who are known to the childminder so the impact on children's safety is minimal.

The childminder satisfactorily evaluates the learning and development opportunities she provides. This includes working with other professionals and attending training, as well as gaining verbal feedback from parents. The recommendation raised at the previous inspection has been positively addressed. This has a favourable impact on promoting children's well-being. Satisfactory use is made of space at the childminder's home. A dedicated playroom ensures that children have space to move around freely and they are able to independently access from a varied range of age-appropriate resources. The childminder describes how they have suitable access to outdoor play, where they are able to play ball games, enjoy water and sand play. The childminder has no children on roll with special educational needs and/or disabilities. However, she demonstrates a positive attitude towards working closely with parents and other agencies to support children's individual needs. The childminder demonstrates a suitable awareness with regard to equality and diversity. For example, she describes how she works closely with parents to ensure she is aware of and able to meet all children's individual needs.

Partnerships with parents are sound. The childminder explains how all parents receive a copy of her policies and procedures at the start of care. Relevant information, such as her certificate of registration and public liability insurance, are displayed. This ensures that parents are informed about her setting. Important information about children's likes, dislikes and daily routines is gathered at the start, which helps the childminder to meet children's individual needs. Verbal and written feedback ensures that parents are suitably informed about their child's learning and care. The childminder describes the satisfactory rapport she has with other settings who provide the Early Years Foundation Stage for the children she minds. She gathers information about what activities the children have done and their daily care. However, as yet she has not fully developed procedures to share information about children's individual learning and development, to further ensure continuity of their progress towards the early learning goals.

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

The childminder demonstrates a sound understanding of the Early Years Foundation Stage and how to implement it. She shows a positive attitude to promoting equality and diversity. There are a suitable range of resources to compliment this. Activity planning also provides children with opportunities to celebrate different cultural and religious festivals and beliefs. The availability of different sorting and matching games gives children the opportunity to problem solve. The childminder discusses how children can freely access the wide range of books to look at independently or with her and this is combined with trips to the local library. This develops their awareness and recognition of the written word. There are range of interactive resources and information, communication and technology equipment, such as a computer to suitably develop children's future skills. The childminder discusses how children have opportunities to be creative as they access paints, malleable materials and enjoy singing and dancing. These activities nurture their self-expression. Documentation shows that the childminder informally plans activities around children's interests and she records their achievements in both an individual diary and developmental profile. The observations are linked to the areas of learning and identify the next steps in children's learning. However, she is not as yet using this information to ensure the planning of activities effectively. It does not reflect children's identified learning priorities in order for them to remain suitably challenged.

The childminder discusses how she promotes language skills through singing songs and reading books. She takes children on outings in her local community for example, to the local beach, woods, and museum. This promotes children's social skills and helps them to develop an awareness of the wider world. Children use their imagination as they play with small world toys and practise early mark-making skills with pens and paper and chinks outdoors. Children have suitable opportunities to learn about the natural world. For example, they explore rock pools at the local beach using magnifying glasses and the childminder describes how the children have great fun going on exploration walks where they look for mini beasts and insects.

Through discussion it is evident that the childminder encourages children to be safe when they are outdoors, for instance when holding hands or the buggy to cross the road. She describes how she encourages children to learn appropriate personal hygiene practices. Examples of this are washing their hands before meals and using paper tissues to blow their noses. The childminder shows an awareness of the need for daily physical activity including walks to the local playing field and accessing large climbing equipment at the park. A varied menu encourages children to have a suitable awareness of healthy meal options and the opportunity to try new foods. Systems are in place to gather information from parents regarding medical needs, dietary requirements and allergies. This has a positive impact on promoting children's well-being. The childminder describes how she discusses behaviour with children to help them to begin to learn right from wrong. She encourages children to share and be kind to one another. The childminder understands the importance of giving regular praise and encouragement to support children's self-esteem.

## 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 Register section of the report (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register). 08/08/2012

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 compulsory part of the Childcare Register (Suitability and Safety of Premises and Equipment). 08/08/2012