

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY275413       |
| <b>Inspection date</b>         | 13/11/2008     |
| <b>Inspector</b>               | Julie Morrison |
| <b>Type of setting</b>         | Childminder    |

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder was registered in 2004. She works at the home of her co-childminder, who lives with her husband and two children aged ten and twelve years. They live in the village of Scorton and have a pet dog. The whole of the ground floor and first floor small bedroom and master bedroom are used for childminding. There is a rear garden for outdoor play. The childminder is registered on the Early Years, Compulsory Childcare and Voluntary Childcare registers. She is registered to care for a maximum of five children aged under eight years when working alone. When working with a co-childminder she may care for a maximum of 10 children under eight years of age. She currently has 10 children aged under five years on roll. She also cares for children aged over eight years. The childminder provides care for children on week days from 07.30 to 18.30 for 50 weeks of the year. The childminder has completed a relevant training course and holds a current paediatric first aid certificate.

## **Overall effectiveness of the early years provision**

The childminder demonstrates a genuine commitment to inclusion, fostering a positive attitude to diversity and giving utmost priority to meeting the individual needs of all children. Written policies and procedures, which are mostly clear and up-to-date, ensure that children are kept safe at the setting and their welfare requirements are met. Excellent practices and understanding of the Early Years Foundation Stage (EYFS) promotes children's learning and development in all areas. The childminder has a good understanding of her strengths and weaknesses, making effective use of written systems to evaluate the care and learning she provides.

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

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

- further develop the register to ensure that childminder's and children's attendance times are clear
- further develop written risk assessments to fully support children's safety inside and outside of the home.

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

The childminder's good commitment to improvement ensures that she is able to constantly evaluate the care she provides and implement any changes. She is proactive in identifying and attending further training to support her knowledge and understanding of good quality child care and development. For example, EYFS, safeguarding children and she is currently studying for a National Vocational Qualification level 3 in childcare. Only one recommendation was raised at the previous inspection, to display her certificate of registration. This was addressed

immediately. All required records and procedures to effectively safeguard children are in place. However, the daily register is not clear and written risk assessments lack detail for outings, to fully promote children's safety. The childminder demonstrates a good understanding of the signs and symptoms of abuse. She has attended relevant training and is clear about the procedures to follow should she have any concerns. This effectively safeguards children.

Very positive relationships have developed with parents, who are very enthusiastic about the care and learning provided to their children. Excellent procedures are in place to liaise with parents on a daily basis, for example, through written diaries and verbal feedback. Parents receive informative newsletters providing them with information about the EYFS and have access to the children's individual development files. Parents feedback is actively encouraged through completing questionnaires, which the childminder uses to enhance all aspects of children's care and development. Links with local pre-schools and schools are highly effective to promote the integration of care and learning. The childminder complements learning at the pre-school into planned activities within the childminding environment. For example, they recently made a cave to further develop activities which the children were doing at pre-school.

## **The quality and standards of the early years provision**

Children are very happy and settled with the childminder, they come to her for support and young children giggle and laugh as she interacts with them. Space is used to its maximum potential to provide children with a rich and stimulating environment in which to learn and play. Children have their own pegs and storage space, and the walls are filled with colourful photographs and examples of their work. This ensures that children feel secure and promotes self-esteem. The childminder plans a varied and exciting range of activities which cover all areas of learning. Planning is flexible and is based on the needs and interests of all of the children, whilst ensuring that there is a balance of adult and child-led initiatives. For example, the childminder uses imaginative role play of 'doctors' to stimulate discussion around healthy bodies and further expands on this by organising a trip for the children to visit the local doctors surgery. Robust systems are in place to gather information about the children before they start, completing 'all about me' sheets to ensure that the childminder is aware of individual needs, likes and starting points. This is combined with ongoing observational assessment clearly linked to the early learning goals and showing children's next steps in their development. The childminder takes an active role in children's activities, sitting with them as they eat and playing with them on the floor. She is highly skilled at recognising and maximising learning opportunities to ensure that all children make good progress with the Early Years Foundation Stage. For example, she makes effective use of balance beams outside not only to promote physical development but also includes number skills as she encourages children to count how many steps it takes to walk along it.

Children's thinking and language skills are extended very well through effective discussions with the childminder, for example, the environment is rich with posters and resources which they discuss during snack. As a result, children are articulate

and confident. Children work together to complete train tracks, exclaiming, 'this won't work' as they try to piece it all together. Children have excellent opportunities to socialise with their peers, at toddler groups and within the home. They jump with delight as friends arrive, rushing over to cuddle them and engage with them in play. Children are provided with excellent opportunities to learn about the natural world, for example, they use binoculars to look at birds out of the window and go for nature walks. Simple activities such as finding a caterpillar is explored to its full potential, discussing how they change into butterflies and using books such as 'the hungry caterpillar' to further promote children's understanding. A rich variety of creative activities including painting, cutting and sticking, promote children's self expression whilst having fun. Activities to support children's learning of the world around them are fully supported by the childminder. They play with musical instruments from different parts of the world, discussing where they come from and make excellent use of the local environment to support learning. For example, they go for walks by the local quarry where they discuss nature and talk about the different machinery.

The childminder uses a positive and consistent approach to managing behaviour, which takes into account children's understanding and maturity. She acts as a good role model, encouraging children to share and be polite and provides regular praise and encouragement to promote positive behaviour. Children are encouraged to consider the feelings of others and to be proud of their achievements, for example, they exclaim, 'I can do it myself' as they walk across balance beams. Safety is given high priority in the setting and this is complemented by a variety of well-planned activities to promote children's awareness of how to keep themselves safe, for example, carrying out regular fire drills and practising road safety. All required documentation to meet children's welfare needs, for example, accident and medication records are in place, and up to date. Children benefit from excellent procedures to encourage them to be healthy. They understand the importance of washing their hands and they know to get a tissue to wipe their noses. Individual hand towels and clear sick child procedures helps to prevent the risk of cross-infection. Children benefit from highly nutritious and well balanced meals. They enjoy snacks of fruit and have good opportunities to begin to develop independence as they select and pour their own drinks. Well planned activities, such as food tasting, encourages children to try new foods whilst promoting their understanding of different sensations, for example, sweet and sour. Highly committed to inclusion, the childminder ensures that all children are able to enjoy the same meals whilst meeting their individual dietary needs, for example, biscuits are made with dairy free alternatives.

## 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*

### Overall effectiveness

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|-------------------------------------------------------------------------------------------------------------|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?                                                     | 1 |
| The capacity of the provision to maintain continuous improvement.                                           | 2 |

### Leadership and management

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|---------------------------------------------------------------------------------------------------|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others?                            | 1 |
| How well are children safeguarded?                                                                | 2 |

### Quality and standards

|                                                                                                       |   |
|-------------------------------------------------------------------------------------------------------|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 1 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?                                                            | 2 |
| How well are children helped to be healthy?                                                           | 1 |
| How well are children helped to enjoy and achieve?                                                    | 1 |
| How well are children helped to make a positive contribution?                                         | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 1 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.