

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY103783        |
| <b>Inspection date</b>         | 21/04/2010      |
| <b>Inspector</b>               | Lindsey Pollock |
| <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 2002. She lives in Hartlepool with her husband and four adult children. The playroom, dining area of the kitchen, hall and ground floor toilet facilities are used for childcare purposes. The childminder has a garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years old at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in this age group. She also provides care to children aged over five years to 11 years old. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder 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 an experienced child-care practitioner. She values all children as individuals and treats them, and their parents with respect. Children are settled and happy in the care of the childminder, and all are fully included. Her good understanding of child development and the Early Years Foundation Stage enables her to provide appropriate and stimulating activities which promote children's learning well. The childminder is keen to maintain and raise standards, and is proactive and positive about developing her practice. Consequently, the capacity to maintain continuous improvement is good.

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

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

- enhance activity planning by completing summative assessments at particular points in time so children's progress can be tracked
- ensure all children are included in the regular emergency evacuation practises
- develop use of evaluation processes, such as, the Ofsted self evaluation form to help with identifying areas for continual development.

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

Children are well safeguarded. Suitability checks have been completed on adult family members, who live at this address and who may come into contact with the children. The childminder has a good understanding of the local safeguarding procedures and has undertaken additional training to raise her knowledge. Risk

assessments are well considered, both in the home and on outings, helping to keep children safe in all activities. Appropriate safety equipment, such as, stair gates and socket covers are also in place. Children are always fully supervised in their play, while being actively encouraged to develop safe levels of independence. Good procedures are in place to gather and record information in order to meet all children's individual needs. This ensures children are valued equally and fully included, and helps them to settle quickly. The childminder has completed an appropriate first aid course and adheres to her policies for dealing with accidents and the administration of medication to safeguard children's welfare.

Evaluation takes into account the views of parents and children. The recommendation made at the last inspection has been fully met. The childminder has also completed several training courses since the last inspection to update her childcare knowledge. She is beginning to use the Ofsted self-evaluation form as a basis of ongoing internal review but, as yet, this is not fully effective in helping her to further enhance practice and prioritise areas for development. Good use is made of space and resources to promote care and learning. The playroom is brightly decorated and particularly welcoming to children, and along with the large hall gives children lots of space to move around freely. Good quality toys, including an excellent range of books, are easily accessible to children which helps to promote their independence. These, along with support from the childminder, help to raise children's awareness and appreciation of diversity. Although no children with special educational needs and/or disabilities currently attend the setting, the childminder demonstrates a positive attitude to working with parents and taking steps where appropriate to ensure that all children are fully included at the setting.

Parents are provided with good quality information about the childminding service. The childminder very much values and respects their input. Parents and carers speak very highly of the childminder and of the care provided for their children. The childminder is fully aware of the importance of liaising with other providers delivering the Early Years Foundation Stage for the children to ensure progression and continuity of learning and care, and is attempting to build links.

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

The environment in which the children are cared for is safe and supportive. It is warm and accepting of everyone and supports children's learning and development. Children are happy and relaxed in the childminder's home, and very much, 'at home'. Children are making good progress in their learning and development. The childminder uses the Early Years Foundation Stage practice guidance to help her to plan, and provides activities that will promote children's learning and development. She ensures that she covers all areas of learning and offers children a wide range of exciting activities and outings, taking into account their daily needs and interests. Observations of children are carried out so the next steps for their learning can be identified. However, systems for summative assessment have not yet been implemented to enable her to fully track children's progress, and to also help with future planning.

The childminder has a good understanding of behaviour management techniques, and gives lots of praise and encouragement to promote positive behaviour. Consequently children's self-esteem and confidence is growing and behaviour and manners are good. Special occasions such as birthdays are celebrated which helps children to feel special and valued. The youngest children are beginning to play alongside each other, and as they get older enjoy each others company. With good support from the childminder they are learning about the importance of sharing and taking turns. Attendance at local community groups also helps to develop their social skills. Their independence is developing well, for example, as they feed themselves snacks, and as they get older, they manage their personal care. They negotiate space well, moving confidently around the childminder's spacious home. Good use is made of the garden on a daily basis and children play on varied equipment that helps to develop their physical and gross motor skills. They love books with even the youngest showing great interest and taking them to the childminder so she can read their favourites. Children have lots of opportunities for sensory exploration and mess making with materials, such as, paint, shaving foam, flour, sand and wet play. Behaviour is good and children are learning the importance of good manners.

The childminder actively promotes children's welfare and safety. High standards of cleanliness are maintained throughout all childcare areas and she encourages children to adopt good hygiene practises, such as, washing their hands before meals. Meals are nutritious and varied, they include fresh meat, fish, fruit and vegetables. Children love being outdoors in the fresh air both in the garden and on outings. Their physical development is progressing well, as they use equipment both at the childminder's home and at community groups. They are beginning to learn about safety as they participate in emergency evacuation practises, however, not all children are included in the regular emergency evacuation practices.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <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

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|------------------------------------------------------------------------------------------------------|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</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                                                                    | 3 |
| 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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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <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**

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|---------------------------------------------------------------------------------------------------|-----|
| 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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