

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY216287         |
| <b>Inspection date</b>         | 02/11/2009       |
| <b>Inspector</b>               | Vivienne Dempsey |
| <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 with her husband and adult son and 15-year-old daughter in Redcar. The ground floor living room, kitchen and bathroom of the childminder's home are used for childminding. There is a rear garden for outdoor play. The childminder is registered on the Early Years Register 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 and currently has two children under five years of age on roll. She also cares for children aged over eight years. The childminder provides care on week days from 7.30am to 5.00pm for 47 weeks of the year. She has completed a relevant training course and holds a current paediatric first aid certificate.

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

Overall the quality of the provision is satisfactory.

Children are very happy and settled at the setting. The childminder has a sound understanding of the Early Years Foundation Stage (EYFS) care, learning and development requirements. She is beginning to implement suitable systems to assess the progress children are making and starting to plan appropriate play and learning experiences based on children's interests and individual needs. This helps children make suitable progress towards the early learning goals. The childminder is keen to develop the provision she provides and attends relevant training to develop her knowledge and skills, helping to sufficiently promote outcomes for all children.

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

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

- develop further observation and planning systems to ensure children receive a challenging learning and development experience
- develop further links with parents and other providers to ensure continuity and coherence in children's learning and development.

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

Clear policies and procedures are in place to safeguard children. The childminder has a sound understanding of the signs and symptoms of child abuse and knows the procedures to follow should she have any concerns. This helps to ensure children are suitably safeguarded. Records, policies and procedures required for the safe and efficient management of the setting are in place and suitably maintained. For example, accidents are recorded and parents sign to acknowledge entry. Attendance records are accurately maintained and clearly show children's hours of attendance.

A suitable range of resources and activities are freely available to all children, giving them the ability to make choices and decisions about what they do. The childminder provides an inclusive environment, where all children and their families are warmly welcomed. A suitable range of resources and activities are available to help develop children's understanding of differences.

The childminder works closely with the local authority advisor to develop the service she provides. She is beginning to use the Ofsted self-evaluation tool to highlight the strengths and areas for improvement of the service she provides. Actions and recommendations from the previous inspection have been implemented. For example, risk assessments are in place and cover all areas of the childminder's home and outings and a complaints procedure is in place and shared with parents. All of which helps to suitably promote outcomes for all children.

The childminder has developed suitable relationships with parents. She gathers a sufficient range of information about each child's individual needs, which enables her to meet the care needs of all children. Links with other providers are in place and the childminder receives activity plans from them to help her support children's learning. However, systems to collect information from parents regarding children's previous learning and to share information about their learning and development with other providers are still in their infancy. This does not fully ensure continuity and coherence in children's learning and development.

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

Children enjoy the time they spend with the childminder. They eagerly join in with activities available and are keen to talk to visitors about what they are doing. The childminder provides a suitable range of resources and activities to meet children's interests and stage of development. She observes children's learning and development, and observations cover all areas of learning. However, observations are not always used to plan for the next steps in children's learning and development, which does not ensure children always receive a challenging learning and development experience.

Children's healthy lifestyle is encouraged through daily routines and activities. For example, the childminder encourages children to manage their own personal hygiene routines, such as washing their hands before meals and snacks. They have regular opportunities for fresh air and exercise, for example, walking to the local school, visiting the local parks and soft play areas, which also helps to develop their physical skills. Children enjoy helping to prepare their own snacks and meals, such as fresh fruit and shepherd's pie with vegetables, which helps to develop their awareness of healthy foods. They are developing a sense of how to stay safe within the setting as they practise emergency evacuation drills and respond to the childminder's gentle reminders of how to move around the childminder's home.

Children enjoy playing a variety of card games, such as snap and memory games.

They count how many cards they have won, also developing their problem solving, reasoning and numeracy skills. The childminder supports children's learning well, providing lots of positive praise and encouragement, promoting children's confidence and self-esteem. A suitable range of marking resources are available and children enjoy using crayons to make pictures, using the pictures to make fans with the childminder's support and guidance. This helps to develop children's early writing and creative skills.

## 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> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### 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>                          | 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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|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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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> | 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**

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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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