

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY243095               |
| <b>Inspection date</b>         | 28/01/2010             |
| <b>Inspector</b>               | Elaine Marie McDonnell |
| <b>Type of setting</b>         | Childminder            |

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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.

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## Description of the childminding

The childminder was registered in April 2003. She lives with her husband and their two sons, who are aged 10 and 11 years old, in the Ings Estate area of Redcar. The family have goldfish and two guinea pigs, which minded children have supervised access to.

The home is close to local amenities, such as shops, parks and primary schools. Minded children have the use of the play-room, kitchen and cloakroom on the ground floor. There is also an enclosed rear garden available for outdoor play.

The childminder is registered to care for up to six children under eight years old at any one time and there are currently five children on roll, aged between two and four years old, all are cared for on a part-time basis. The childminder is registered by Ofsted on the Early Years Register, and also on 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 provision satisfactorily meets the needs of the children in the Early Years Foundation Stage. However, processes for assessing children's development to support future learning and planning is inconsistent. Inclusive practice is promoted, all children are included and involved and have good access to a varied range of resources and play experiences. The environment is warm and welcoming for children and some good procedures ensure that they are kept safe. The childminder has the capacity to maintain continuous improvement and demonstrates an understanding of ways to do this, however, the procedures in place are not yet fully effective.

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

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

- undertake sensitive observational assessment of all children in the early years age group in order to plan to meet their individual needs and provide experiences, which help them to progress towards the early learning goals (Organisation).
- 01/03/2010

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

- carry out evacuation drills on a regular basis
- improve the process of self-evaluation to support the continuous improvement of the provision.

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

Appropriate child protection procedures are in place to ensure that children's welfare is safeguarded, and the childminder demonstrates a satisfactory knowledge and understanding of safeguarding issues. Good risk assessments are conducted for the home and outings and all appropriate steps are taken to reduce risks to children. Safety equipment and procedures are in place and recommendations from the previous inspection have been addressed. However, emergency evacuation procedures are not carried out on a regular basis.

The environment is made very warm and welcoming for children with a stimulating range of attractive toys and activities readily available for them in the play-room, and an excellent range of craft activities in the kitchen. Resources are very well deployed, children have easy access and can independently choose what they want to play with.

Children also have good access to resources and activities that positively reflect diversity, such as dolls, books, dressing-up clothes and play figures. The childminder demonstrates a satisfactory knowledge and understanding of how to develop children's knowledge other cultural backgrounds, beliefs and celebrations and activities relating to Chinese New Year are planned for next month. There are currently no children with any additional needs attending the setting, however, good written procedures are in place for identifying and meeting individual special needs.

The childminder has a satisfactory attitude towards personal development. She has completed a relevant National Vocational Qualification at level 3, and maintained her first aid qualification since the last inspection. She has started to implement a process of self-evaluation, however, it is not yet sufficiently established to effectively support the continuous improvement of the provision. Plans for future improvement do however include developing the outdoor play area, and designing questionnaires to formally seek parents views and ideas about the provision.

The childminder works well in partnership with the local school nursery where some of her minded children also attend. She receives comprehensive details on a weekly basis of what children will be learning, and how the learning experiences relate to the Early Years Foundation Stage. This information is used by the childminder to reinforce some of the activities when children are in her care. Learning games are also available to borrow from nursery, and the childminder has a good 'transition procedure' in place to help children to settle easier into new provisions.

The childminder works in partnership with parents and carers, they are kept informed of their child's development and progress through regular discussions. Parents receive good, written information about the provision and also have access to the policy and procedure documents.

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

Children present themselves as being happy, secure and settled in the childminder's care. They are making satisfactory progress in their learning and enjoy their play. The childminder has recently started to assess some children's development, but the process is inconsistent, and information gained is not effectively used to help plan the next stage in their learning.

The childminder gets written information about children's 'favourite things', and ensures that their preferences are taken into account when planning activities and outings. She supports children's learning well by being involved in their play, and promotes their language and thinking skills when asking appropriate questions. Children are praised and encouraged and as a result their confidence and self-esteem are well promoted by the childminder.

Children are helped to learn about safety through daily routines, such as, practising the 'green cross code' when walking to and from school. They are helped to begin to understand the benefits of a healthy lifestyle through general discussions about what foods are good for them and why exercise is important. Children have regular opportunities to be involved in physical activity both indoors and outdoors, and enjoy playing 'ring a-roses' in the play-room. They are provided with a range of healthy and nutritious meals and snacks. The home and equipment are kept very clean and hygienic, and good hygiene routines are promoted with the children to help prevent the spread of infection.

Children have a good attitude towards learning, they participate well in activities and make lots of choices about what they want to play with, and what they want to eat at snack-time. Children are well behaved and the childminder demonstrates a good understanding of how to manage unwanted behaviour effectively, and of how to promote positive behaviour. Children form good relationships and are excited to collect their friends from nursery school, they are pleased to see each other and hold hands whilst skipping back to the childminder's home for lunch.

Children enjoy looking at a variety of books and alphabet card games and writing boards help to promote sound and letter recognition, and hand and eye coordination. They have good access to lots of different construction materials and jigsaw puzzles which help to promote problem-solving skills. Children learn about the world around them when visiting places of interest, such as, an insect sanctuary and parks with animals, they also help to care for the family's pets. Children also participate in a wide range of craft activities which promote their imagination and physical 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                                                                    | 2 |
| 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                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| 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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