

## Inspection report for early years provision

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<b>Unique reference number</b>	EY250653
<b>Inspection date</b>	09/10/2008
<b>Inspector</b>	Pauline Pinnegar
<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 has been registered since 2003. She is registered on the Early Years and compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years of age and currently has three in the early years age range. She also cares for three children over the age of eight years and three between five years and eight years old. The childminder provides care for children each weekday for 50 weeks a year and links with the local nursery and school.

The childminder lives in a house in the Hartburn area of Stockton-on-Tees, close to amenities such as, schools, parks and shops. She lives with her husband and four children aged 14, 12, eight and four years old. The whole of the ground floor and upstairs bathroom and toilet are used for childminding purposes. There is a fully enclosed garden for outdoor play. The setting has ground floor access, although access to the toilet and bathroom is on the first floor.

The childminder is a member of the National Childminding Association.

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

All children and their families are warmly welcomed into the childminder's home. The childminder provides a safe and welcoming environment where children receive rich and stimulating learning opportunities. This means that children are motivated and actively engaged throughout the day. She has very good knowledge of each child's individual needs and is effective in ensuring each child makes progress in their learning and development. Effective links with parents and carers help to involve them in their children's care, learning and development, and are they kept well informed of their progress. However, links with other providers have not yet been fully developed and children's initial starting points are not clearly recorded. The childminder demonstrates a very positive attitude and has the capacity to maintain the continuous improvement of the provision. She regularly evaluates the provision she provides, to promote outcomes for children.

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

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

- continue to develop links with other providers to enhance children's education and care
- continue to develop the systems for gathering information from parents regarding children's starting points in relation to their learning and development.

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

The childminder has detailed and informed policies and procedures. These promote a robust attitude to children's safety and welfare and a highly efficient approach by the childminder to the management of the children's individual care needs. Comprehensive risk assessments help to ensure that children are kept safe, both in the home and on outings. The childminder explains why rules are needed, recognising the importance of involving children actively in managing their own safety. She is very organised and knowledgeable in her approach to children's development. She ensures they have a very good range of opportunities in all the six areas of learning. The childminder has a positive approach to her professional development. She continues to attend important basic training such as child protection and Early Years Foundation Stage (EYFS) workshops, so that her skills and knowledge are kept up to date. Effective systems are in place to identify the strengths and weaknesses of the provision through clear self evaluation. This demonstrates her understanding of reflective practice. She clearly links this to her capacity to maintain continuous improvement when evaluating the effectiveness of any action taken. Good improvements have been made since the previous inspection with the childminder fully addressing the recommendations that were raised. All written documents contain the required information.

The childminder works very well in partnership with parents and confidentiality is maintained. Parents receive good written information about the provision including policy documents. There is an excellent two way flow of information between the childminder and parents. Parents receive very detailed information daily regarding their child's learning and care, including information regarding 'memorable moments'. Parents also have opportunities to contribute their observations on the daily documentation in place. They are encouraged to share what they know about their child's development and are kept fully informed of their child's achievements and progress. However, children's starting points in relation to their learning development are not clearly established in line with the Early Years Foundation Stage guidance. The childminder has started to form links with other providers delivering the Early Years Foundation Stage, but clear systems to ensure progression and continuity of learning and care are not fully established. Children are well safeguarded by the childminder and their overall welfare is effectively promoted.

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage guidance. She uses this knowledge to help children make good progress in their learning and development. Children take part in a wide range of activities which promote all areas of learning both inside and outside of the home. The childminder recognises the importance of outdoor play and children benefit from appropriate opportunities to be physical. Written observations and assessments are used effectively to identify the next steps in children's development. The childminder takes individual children's interests into account when planning to ensure learning is fun and interesting.

The childminder's overall procedures and effective practice ensures that children's welfare is well met. Her home is secure, she has minimised hazards by using child

safety equipment effectively. Fire prevention equipment is available and she practices emergency evacuation with the children. The environment plays a key role in supporting and extending children's development. It gives them the confidence to explore and learn in secure, safe, yet challenging indoor and outdoor space and provision. Resources are easily accessible to children which promotes their growing independence. Children benefit extremely well from the good balance and range of indoor and outdoor activities, such as energetic play in the park, sack races, attendance at toddler groups, creative and musical activities and visits to the library for story times. Special planned outings include trips to Saltburn to explore rock pools. This ensures that children access a rich and varied provision that meets their learning and development needs exceptionally well.

The children use a wide variety of resources for expressing their understanding, including mark making, creative, and modelling. They have resources to measure with, to weigh ingredients to bake with. There are games that promote recognition of numbers, to match and explore early reading phonics with a variety of resources and books. Children's knowledge and understanding of the world is promoted well as they explore growing and tasting cress seeds. They experiment and investigate using icing sugar and 'magic sand'. Children's creative development is well nurtured as they explore a varied range of different media including collage, model making and paint. Younger children particularly enjoy cutting and sticking activities as they make cards.

Children have good opportunities to make choices and take decisions and also have access to electronic and programmable toys and games. Minded children thoroughly enjoy being with the childminder and present as being very settled and happy. Children are very well behaved and the childminder has a very relaxed, calm and friendly manner, which promotes a relaxed, positive and friendly environment for all children.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

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

### Leadership and management

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

### Quality and standards

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

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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.