

## Inspection report for early years provision

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<b>Unique reference number</b>	EY298933
<b>Inspection date</b>	29/04/2009
<b>Inspector</b>	Donna Suzanne Lancaster

<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.

## **Description of the childminding**

The childminder has been registered since January 2005. She lives with her husband and daughter aged 3 years in Eaglescliffe close to Yarm. There are shops, schools and parks within walking distance. The whole of the ground floor of the home is used for childminding. Toilet facilities are provided in this area. The bathroom on the first floor is also used by children. The rear garden is available for outside play.

The childminder is registered to care for five children under eight years at any one time. There are currently five children on roll, of whom, two are in the early years age group. All children are cared for on a part-time basis. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is satisfactory. All children and their families are welcomed and included. The childminder works closely with parents which enables her to meet the needs of children in her care well. Children take part in a range of activities which promotes their learning, leading to children making sound progress in their learning and development. Although there are some systems in place for self-evaluation and monitoring, these are not fully robust to ensure effective, continuous improvement in all areas.

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

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

- continue to develop the systems for self-evaluation and monitoring of the provision to ensure continuous improvement
- develop links with other agencies and the ways in which parents can be more involved in assessing children's starting points and capabilities
- develop planning in order to ensure there are no gaps in children's learning and that learning and development records are maintained for all children
- continue to develop activities and resources to reflect diversity and to raise children's awareness of the wider world.

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

Children benefit from the well established partnership with parents and carers that ensure children's care needs are met to maintain continuity in routine. All the required documentation is in place and completed as required to maintain confidentiality. Parents are kept well informed about their child's day through regular verbal feedback. They also have access to children's files and photographs. There are clear records containing details of children's individual care needs, however, little information is recorded regarding children's starting points or

previous learning, and systems are not yet fully in place to liaise with other providers delivering the Early Years Foundation Stage (EYFS) for individual children. This does not always ensure continuity in children's learning.

The childminder has addressed most recommendations from the last inspection, as she has attended training to improve her knowledge and understanding of the Local Safeguarding Children Board procedures, she has maintained her first aid certificate and obtained public liability insurance. All documentation is ready and available for inspection. However, activities and resources to raise children's awareness of diversity is still limited. The childminder is beginning to assess the quality of her provision, however, this is not currently effective enough to ensure that there is clear identification of targets for further improvements.

The childminder takes appropriate steps to safeguard children. She fully understands her role in child protection and ensures children are supervised at all times. The childminder ensures a safe and secure environment for children and risk assessments are undertaken on a regular basis. This further promotes children's safety.

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

Children are happy, settled, and enjoy their time at the setting. The childminder knows the children well and is able to meet individual needs for care. She has a sound understanding of the EYFS. As a result, children are making satisfactory progress towards the early learning goals. The childminder has begun to make written observations of what children do and enjoy, she links these to the six areas of learning which enables her to identify the next steps in children's development. However, these are not fully completed for all children in the early years age group and there is no formal planning in place to show how a balance of free play and adult led activities cover all the areas of learning.

Children are developing their physical skills as they frequently play in the garden and go on regular walks in the community. Children use their imagination well as they play with dolls and pretend to change them and put them to bed on the floor. Some confidently count how many dolls they have and can name the colours of the clothes they are wearing. The childminder knows the children well and uses their interests and family background to provide suitable activities. Children enjoy painting activities and enjoy baking cakes with the childminder. Children attempt to write their names on their pictures and point to the curly 'c' on the letters on the wall. Children's communication skills are developing well as they sit and play together, they talk and chat to each other about what they are doing. The children enjoy making music with the instruments, which they can confidently name. They follow each other in a line whilst making music. Children are well behaved and the childminder provides lots of praise and encouragement which helps to promote their self-esteem and confidence.

Children's health and welfare is promoted. They learn basic hygiene practices as they wash their hands before eating their lunch. Children are provided with snacks and healthy meals whilst sitting in the kitchen. They independently access their

drinks throughout the day. Children begin to learn how to keep themselves safe through the fire safety practises held regularly and through instruction when out walking.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure information regarding the procedure to follow in the event of an allegation made against an adult is included in the child protection policy (CR2) (also applies to the voluntary childcare register)

13/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory section of the report (CR2).

13/05/2009