

## Inspection report for early years provision

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<b>Unique reference number</b>	321662
<b>Inspection date</b>	13/05/2009
<b>Inspector</b>	Vivienne Dempsey
<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 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 August 1993. She is registered for six children under eight years and is presently caring for five children in the early years age range and for one child over eight years of age. Children attend on a full and part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult son in the town centre area of Hartlepool. The house is situated within easy distance of schools, shops, park, toddler groups, nursery and playgroups. All of the ground floor is used for childminding. There is a fully enclosed rear garden available for outdoor play. The childminder collects children from a local nursery and primary school. She is a member of the National Childminding Association. The family do not have pets.

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

Overall, the quality of the provision is good. All children are very settled and confident in the childminder's care. The childminder has a good understanding of the Early Years Foundation Stage requirements. Consequently, all children's individual learning, development and care needs are well met. The childminder has a positive approach to welcoming children with learning difficulties and/or disabilities and their families. Systems are in place to ensure continuous improvement and the childminder works closely with other childminders and local authority advisors to develop her practice and 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:

- further develop systems to observe children's learning and development to ensure every child receives a challenging learning and development experience that is fully tailored to meet their individual needs.

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

The childminder has a wide range of policies and procedures in place, enabling her to safeguard and promote the welfare of all children. These are shared with parents, informing them of the service provided. Records for the safe and efficient management of the setting are maintained, helping the childminder to meet the needs of the children. For example, a daily record of attendance is in place and all records are available for inspection.

All children are safeguarded as the childminder has a good understanding of safeguarding issues and who to contact with any concerns. Children are kept safe as the childminder has a good understanding of assessing and minimising risks. Children learn to keep themselves safe as they become familiar with the

evacuation procedure when carrying out fire drills. The childminder has developed effective working relationships with parents and children benefit from the close links formed with parents over their care. Their individual needs and routines are well understood and respected by the childminder. A regular two-way flow of information is maintained between parents and providers to ensure continuity of care.

The childminder has systems in place for reviewing the service she provides and demonstrates the capacity to identify and evaluate improvements to her provision. She also uses parents' and children's comments to evaluate practice and promote outcomes for children.

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

Children are comfortable and relaxed with the childminder, confidently chatting to each other, the childminder and any visitors present. They know which resources are available, easily accessing them from the low-level storage. Children learn good hygiene routines as they wash their hands after using the bathroom, protected from the risk of cross-infection by their use of individual towels. Children's health is well supported as children have regular opportunities to enjoy the fresh air and develop their physical skills as they play in the garden and visit the local parks.

The children are provided with a good range of age-appropriate activities and experiences to help them make good progress in all areas of their learning and development. The childminder uses observations of children's learning and development to assess their progress towards the early learning goals. However, observations are not used fully to ensure every child receives a challenging learning and development experience that is fully tailored to meet their individual needs. The children develop a good sense of belonging and they receive lots of encouragement and praise to help them to develop confidence and self-esteem. They are very well behaved and very caring towards each other.

Children enjoy sharing stories with the childminder and peers. They confidently talk about the pictures, what might happen next and handle books with care, all helping to develop their communication, language and literacy skills. Children display high levels of involvement and persist for extended periods of time at an activity of their choosing. For example, they have fun playing with the 'babies' and using the hammer and peg resource.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

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

### Quality and standards

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

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## **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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