

## Inspection report for early years provision

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<b>Unique reference number</b>	504070
<b>Inspection date</b>	05/06/2009
<b>Inspector</b>	Donna Suzanne Lancaster
<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 2001. She lives with her husband and their three children aged 13, 12 and nine years in the village of Hutton Rudby, close to Yarm in Cleveland. The home is close to local amenities including shops, schools and pre-school groups. The whole of the house, except the main bedroom, is used for childminding purposes. The family has two rabbits and a guinea pig.

The childminder is registered to care for a maximum of six children aged under eight years at any one time, of whom not more than three may be in the early years age range. She is currently minding eight children, of whom four are in the early years age group. Children attend on a part time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the local childminding group. She takes children to and collects them from the local school and pre-school.

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

Overall the quality of the provision is satisfactory. The childminder offers all children a safe and welcoming environment where they enjoy their time and are settled and confident in their surroundings. The childminder demonstrates a satisfactory attitude towards personal development and she demonstrates the capacity to continue making improvements. However, there are no formal systems in place for self-evaluation, which limits future plans. The childminder appropriately supports children's learning and they are making satisfactory progress in their individual learning and development. Positive relationships have been developed with parents and carers.

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

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

- develop the process for self evaluation to ensure that there is clear identification of targets for further improvement
- obtain written parental permission for children to take part in outings
- develop the use of observations and assessments to assist in planning for next steps in children's learning and development, and improve the links with other agencies and parents in assessing children's starting points and capabilities
- develop activities and resources to nurture children's respect for their own cultures and beliefs and those of other people.

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

The childminder has developed some policies, such as complaints and equal opportunity, and these are shared with parents. The childminder has records in place to sufficiently meet children's needs, for example, their likes, dislikes and any dietary requirements. She has a positive attitude towards caring for children with additional needs and demonstrates a satisfactory understanding of how to promote inclusion for all children. All resources and equipment are checked by the childminder to ensure these remain suitable and appropriate to their needs. The childminder is safety conscious and has taken steps to eliminate all obvious hazards from her home and garden. Written risk assessments are basic and are completed regularly. Children are appropriately safeguarded as the childminder has a sound understanding of the procedure to follow if she was concerned about a child in her care. In addition, children fully understand and have practised the procedure in the event of a fire and know how to get out of the house and where to stand in an emergency.

The childminder has developed positive relationships with parents. She exchanges verbal information with parents on a daily basis and gathers sufficient information regarding children's care needs prior to them commencing. However, little information about children's learning and development or children's starting points is obtained from parents. In addition, links have not yet been fully developed with other settings that the children attend to enable relevant information about the delivery of the Early Years Foundation Stage to be shared to ensure continuity and coherence for every child.

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 has a positive attitude towards personal development and has updated her first aid certificate since her last inspection. Some improvements have been made since the previous inspection, however, not all written consents from parents have been obtained.

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

Children make sound progress in their learning and development. They 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. The childminder takes necessary steps to prevent the spread of infection, for example, children are encouraged to wash their hands before eating and after using the toilet. They have individual hand drying facilities. Appropriate action is taken when children are ill. Children have the benefit of daily fresh air and exercise as they go for regular walks in the village and have free-flow access to the rear garden. They thoroughly enjoy playing on the swings, seesaw, bikes and trampoline. The childminder uses everyday routines to prompt conversations about a healthy lifestyle, self-care and how to keep themselves safe, for example, helping to tidy away the toys so that they do not fall over them and hurt themselves and through learning about road safety when on outings. In addition, children know their home address and the

childminder's in cases of an emergency. Behaviour is effectively managed and a list of house rules is displayed.

Children's well-being and development are enhanced through the warm and trusting relationship they share with the childminder. A sufficient range of activities across the areas of learning are provided to support children's progress towards the early learning goals. Toys and equipment are easily accessible. This promotes children's independence and gives them choices about what they do. However, activities and resources to help raise children's awareness and understanding of diversity and the wider world we live in are limited. This is an area which the childminder has already identified as a weakness in her provision. Exploratory and creative activities, such as painting, sand and water, are provided and children enjoy building with construction toys and playing together with the farm animals and the dinosaurs.

Children are helped to enjoy and achieve as they learn through play, with lots of encouragement and praise from the childminder. There are many opportunities for socialising, joining in and making friends. Children make good progress in communication and literacy through lots of conversation, reading on a daily basis and numeracy within the daily routine.

## 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?	3
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?	3
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

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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