

## Inspection report for early years provision

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<b>Unique reference number</b>	EY379863
<b>Inspection date</b>	05/06/2009
<b>Inspector</b>	Lindsey Pollock
<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 was registered in November 2008. She lives with her family in Billingham. All ground floor rooms of the home, the first floor bathroom and the rear bedroom are used for childminding purposes. Children have access to a secure garden for outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age group. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder has a Bachelor of Arts (Honours) in Early Childhood Studies.

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

Overall the quality of the provision is good. Positive working relationships with parents ensure the childminder has a good understanding and knowledge of each child's needs and, as a result, they receive an enjoyable and challenging care and learning experience. The childminder provides a safe and welcoming environment where all children are well cared for. Systems for self-evaluation involve both parents and children and are effective in identifying most areas for development. As a result, the capacity to maintain continuous improvement is good.

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

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

- continue to develop use of the Ofsted self-evaluation form as the basis of ongoing internal review
- ensure effective continuity and progression by sharing relevant information with other practitioners who care for children.

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

The childminder has a good and developing understanding of the welfare requirements of the Early Years Foundation Stage (EYFS). This is reflected in her practice and in the detailed range of written policies and procedures which are in place. There are well maintained systems in place to record attendance, as well as effective recording systems for medication administration, accidents and allergies. These are kept up to date and stored confidentially and help to safeguard children's welfare. A detailed risk assessment for indoor and outdoor spaces, toys and equipment, as well as a detailed outings policy, is in place. This is reviewed regularly and is supported by daily visual safety checks.

The childminder understands the importance of continuing professional development. She has a degree in Early Childhood Studies and has also attended a number of shorter courses including safeguarding children, first aid, food hygiene and those relating to EYFS practice. Self-evaluation is carried out by reflecting on practice and seeking the views of parents and children through discussion and questionnaires. The childminder is also starting to use the Ofsted self-evaluation form as a means of helping her develop the provision.

The childminder has developed effective links with parents. She shares information on a daily basis about children's care, progress and achievements. Parents are given copies of the childminder's policies and procedures, including those for complaints and for safeguarding. She works closely with them to meet any additional needs and values their input into the provision. Parents speak very highly of the care their children receive. The childminder has yet to develop effective systems to ensure the exchange of relevant information with other providers of the EYFS to children in her care.

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

Children are clearly happy, settled and confident in the childminder's home. They relate well to her and her son and approach her confidently and with affection. Activity planning is flexible and built around the needs and interests of the children in her care. Older children are fully consulted about what they want to do and the childminder is sensitive to their mood after a busy day at school. She has a good understanding of the learning and development requirements of the EYFS and has produced individual files for children which she is beginning to use to monitor and track their progress in line with the principles of the framework. Observations to date are well supported by photographic evidence. The childminder is in the early stages of undertaking observation and assessments and recognises this as an area for ongoing personal development, ensuring she identifies clear learning priorities and plans relevant learning experiences for each child.

Children are inquisitive and independent learners. They are interested in everything that is happening and are able to initiate their own play. They interact well with each other and the childminder. Older children are very articulate and chatty whilst younger children are making good progress with their language development. A variety of object sorters and jigsaws introduce children to basic mathematical concepts including size, shape and colour and they show increasing perseverance when playing with these. They experiment with wide range of media and materials such as corn flour, sand, water and paint and are extremely proud of their scrapbooks which are filled with samples of their impressive artwork. A varied range of equipment is available to promote children's physical development and children are becoming increasing skilful when riding on wheeled toys and climbing the steps for the slide. They have good fine motor skills and manage pencils, cups and other small equipment well.

Children enjoy daily opportunities for fresh air and exercise, whether playing outside or going for walks in the local community. This, combined with the

provision of healthy snacks such as apples and grapes, introduces children to the benefits of healthy lifestyle choices. High standards of cleanliness are maintained throughout the home and children follow good hygiene routines which help to prevent the spread of infection. They behave very well. Although very young, they have a growing awareness of the boundaries of the setting and, with support from the childminder, are learning how to share and take turns.

## 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?	3
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

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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