

## Inspection report for early years provision

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<b>Unique reference number</b>	EY336204
<b>Inspection date</b>	26/11/2009
<b>Inspector</b>	Ann Coggin
<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.

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## **Description of the childminding**

The childminder was registered in June 2006. She lives with her husband in the town centre area of Hartlepool. The whole ground floor of the childminder's house and the bathroom on the first floor are used for childminding purposes. There is a fully enclosed rear garden for outside play.

The childminder is registered to care for a maximum of six children at any one time, and is currently minding five children in the early years age group. She also offers care to children before and after school. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from the local primary school. She attends toddler groups on a regular basis. She supports children who speak English as an additional language.

The childminder is a member of the National Childminding Association and the local childminding support group. She has just completed a level 3 qualification in childcare.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled in a safe and secure environment where they are all offered a balanced range of adult-led and child-initiated activities. They make good progress in their learning and development through effective interaction and support by an interested and caring childminder. There is a strong focus on partnership with parents and inclusion to ensure each child is valued and respected as an individual, and that their individual needs are successfully met. The childminder has accessed training opportunities and uses these to reflect on her practice and make improvements to her service.

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

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

- continue to develop procedures to promote self-evaluation and identify priorities for development to improve outcomes for children.

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

Children's safety is paramount. Children's welfare is safeguarded as the childminder has good knowledge and understanding of child protection issues. She has a written statement, which is shared with parents, in line with the Local Safeguarding Children Board guidance and procedures. Therefore, she is fully aware of the procedures to follow if concerned about a child. Children are fully

involved in learning about road safety and fire evacuation procedures. Written risk assessments have been established to ensure children are cared for in a hygienic and safe environment. The childminder has completed risk assessments for all of the outings she engages in.

Children's welfare, care and safety are promoted well because the childminder continues to update her professional skills through attending training and workshops. She has recently completed a National Vocational Qualification level 3 qualification in children's care, learning and development. She has also attended workshops relating to the Early Years Foundation Stage (EYFS), outdoor play and encouraging language development. The childminder's use of self-evaluation is in the early stages, although she is beginning to identify her main strengths and areas for development, and has identified suitable ways to address these. The childminder has taken appropriate steps to meet the recommendation made at the last inspection.

The childminder has established positive relationships with parents and carers. She values each child's uniqueness and ensures she is fully aware of routines and changes that may affect the children in her care. The childminder makes time for the regular exchange of information both verbally and through the use of daily diaries. Observations and assessments of children's achievements are in place. There are effective links with other settings children attend, such as the local nursery school, to ensure continuity in children's learning and development. Children's play opportunities are enhanced by the effective use of space and resources.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy their time with the childminder as close and caring relationships have been established. There is a good range of easily accessible and well-maintained toys to promote purposeful play. The learning environment is organised well to meet the needs of the children. The childminder organises her time to give children individual attention so that each child feels special and valued, resulting in them making good progress in the childminder's care. Children's individual needs are well met and they are happy relaxed and settled in the childminder's home. The childminder knows the children well and plans opportunities to support them in their learning and development, such as chatting to them as they play and repeating words to encourage their early language development. Children confidently make choices about their play, for instance, they decide to play monsters and hide under the blanket. They enjoy gluing different shapes onto coloured paper, with the childminder interacting well to enhance children's knowledge of colours, shape and numbers.

Children choose books from the book box and puzzles and shape sorters are available to develop children's problem solving skills. Pencils, crayons and paper are available on a small table for children to draw and make marks, and children can use their imaginations using paint, dressing up and lining up the different pieces of paper to make patterns and roadways. They play well together and share

resources as they play with the dry spaghetti using toy diggers to pick it up pretending they are digging up the road. They enjoy watering the plants in the childminder's garden, building with wooden bricks and using different medias, such as paint play dough and making masks and kites from various materials. Children are helped to socialise as they have regular outings to toddler groups and soft play areas. They are gently encouraged to mix with other children while they build up their confidence and self-esteem. The childminder manages behaviour well and they respond positively to her realistic expectations and age-appropriate explanations about how they need to behave in order to keep themselves and others safe. She praises and congratulates the children's efforts and achievements, and encourages them to share toys and help tidy up. Children are learning about the local community, as they visit parks to play on outdoor equipment and feed the ducks. There is a very good selection of resources to extend children's awareness of other cultures and disabilities. For example, small world people wearing a hearing aid using a white cane and wheelchair.

Children learn about safety as the childminder talks with children about how to get out in the event of a fire and makes sure that children know the rules when going out. Written policies and procedures, and parental consents ensure children are well protected. Children have good opportunities for both physical and outdoor play activities, such as regular outings to a soft play area. Healthy meals and snacks are provided and children are learning how to wash their hands. Individual towels are provided to minimise the risk of infection. Children are protected from infection as parents are asked to keep children who are infectious away from the setting therefore preventing cross-infection.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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