

## Inspection report for early years provision

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<b>Unique reference number</b>	321673
<b>Inspection date</b>	23/11/2009
<b>Inspector</b>	Vivienne Dempsey
<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 has been registered since July 1992. She lives with her husband and one adult daughter. They live in a house in the South Fens area of Hartlepool.

The childminder is in walking distance of schools, shops, park, toddler groups, nurseries and playgroups. The whole of the ground floor and upstairs bathroom are used for childminding. There is a fully enclosed garden available for outdoor play. There are six children on roll, of which two children are in the early years age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

The Childminder is a member of the National Childminding Association (NCMA) She is a regional committee member and is part of the NCMA national policy forum. She also co-ordinates the local childminding support group.

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

Overall the quality of the provision is good.

The childminder has a highly positive relationship with parents. A wide range of information is sought before admission, which enables her to effectively meet the individual needs of all children. Good systems are in place to ensure no child is disadvantaged and all children make good progress in their learning and development. Strong links with parents help to involve them in their children's care and education, and they are kept very well informed of their children's progress. The childminder recognises the value of continuous quality improvement. She works closely with other childminders, advisors and other providers to develop her knowledge and skills. This encourages a culture of reflective practice, which helps to promote better outcomes for children.

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

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

- develop further self-evaluation systems to ensure priorities for improvement are well targeted and clear, taking into account the views of the children in the early years age range.

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

The childminder has developed a comprehensive range of policies and procedures. These are implemented extremely well to ensure the safeguarding and welfare of all children. She has attended safeguarding training and has an excellent understanding of the signs and symptoms of abuse. She is aware of the procedures to follow if she has any concerns. This helps to ensure children are

extremely safe and protected in the childminder's care. The childminder's home is safe and supportive and children are taught to be safety conscious without being fearful. Records for the safe and efficient management of the setting are in place and effectively maintained. Clearly defined procedures for the emergency evacuation of the premises are in place. Regular evacuation drills are carried out and details are recorded of any problems encountered.

All children clearly benefit and thrive as a result of the childminder's care and they make good progress in their learning and development. The childminder provides a safe environment, which is conducive to learning. A very good range of toys and resources are freely available, and all children are able to access these independently. This enables them to make choices and decisions about what they do. The childminder updates her knowledge and skills on a regular basis and effectively helps children learn about and understand the society in which they live. For example, children enjoyed a visit to the local Mosque, helping to develop their understanding of differences and a diverse society. She considers the needs of individual groups when planning activities. For example, she uses knowledge gained at recent training to promote boy's development very well.

Well-established relationships have been developed with parents; ensuring children's needs are met. The childminder regularly ask parents for their views, and ensures that these are used to develop the service she provides. Parents are very pleased with the 'excellent' service provided. Photo albums depicting their child's progress and development, are given to parents as a Christmas gift and parents say they 'cry with joy' when they open them on Christmas morning. The childminder is highly committed to working in partnership with other providers and is proactive in establishing effective working relationships, which successfully promotes children's learning and development.

The childminder is very keen to develop the service she provides. Recommendations from the previous inspection have been implemented. For example, drinking water is available at all times, promoting children's welfare. She makes very good use of resources including training opportunities to meet the needs of all children very well. Parents, advisors and older children are meaningfully involved in the self-evaluation process. However, priorities for improvement are not always clear and children in the early years age group are not fully involved in the self-evaluation process. This does not fully promote outcomes for children.

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

The childminder has a very good knowledge and understanding of the Early Years Foundation Stage (EYFS) learning and development requirements. She has developed very good systems to observe and plan for children's learning and development. Children's development files show children's progression through the broad phases of development towards the early learning goals. Observations are used to plan a challenging learning experience for all children and they are making good progress. Parents are very well informed about all aspects of their own child's

achievement, well-being and development. The childminder provides guidance and information to enable parents to support children's learning at home and parents are actively encouraged to share what they know about their child.

Children are very happy, settled and secure in the childminder's care. They relate well to the childminder, as she joins in with their play. A wide range of creative experiences are available, such as painting, manipulating dough, role play and dressing-up resources. Children enjoy making marks with the large paint brushes. The childminder talks to them about the different colours and the colours they make when mixed together and children are beginning to differentiate between colours. Children confidently identify shapes during their play, for example, naming the different shapes of paper available and the different shapes of the threading buttons.

The childminder has completed a level 3, 'sign with babies and young children' course. She has implemented her knowledge gained to promote children's communication, language and literacy skills extremely well. All children participate in signing and toddlers can sign for 'nappy change', giving all children the opportunity to communicate their needs in a variety of ways. All children show an exceptional understanding of the importance of following good personal hygiene routines. They confidently talk about why the need to wash their hands 'so we get the germs off so they don't get into our tummy'. Children have an excellent understanding of healthy choices and make healthy choices at snack and meal times. For example, they choose to have a banana at snack time and cucumber with their lunch. Children show a strong sense of security and feel safe within the childminder's care. They take part in regular fire drills, which helps to develop their awareness of safe practices. Children learn how to stay safe when out in the local community as the childminder talks to them about road safety and how to keep themselves safe.

## 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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	1
The extent to which children adopt healthy lifestyles	1
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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