

## Inspection report for early years provision

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<b>Unique reference number</b>	EY398513
<b>Inspection date</b>	11/01/2010
<b>Inspector</b>	Donna Suzanne Lancaster
<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder has been registered since July 2009. She lives with her husband and three children aged three, six and 10 years old in Ingelby Barwick in Stockton-on-Tees. The ground floor of the home is used for childminding. There is an enclosed garden available for outdoor play. The house is situated close to local amenities including shops and schools. The family have two dogs.

The childminder is registered to care for a maximum of four children under eight years on the Early Years Register, compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She is currently caring for six children, of whom, three are in the early years age group. The setting is open from 7.30am till 6pm every day. She operates for 49 weeks of the year. The childminder is a member of the local childminding group.

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

Overall the quality of the provision is satisfactory.

The childminder offers children a safe and welcoming environment where they enjoy their time and are settled and confident in their surroundings. Effective relationships with parents ensure that the childminder is fully aware of children's individual needs which she meets very well. The childminder has a sound understanding of the Early Years Foundation Stage (EYFS) framework and the learning and development requirements. As a result, children are making progress in most areas of learning. The processes for observation, assessment and planning are not yet fully developed for all children to help identify learning priorities for each child. The childminder has a positive attitude to developing her practice and making further improvements to the service she provides. However, these systems are still in the early stages of development.

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

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

- ensure the risk assessments clearly state when they were carried out, by whom, and any action taken following a review or incident
- continue to develop the procedures to promote reflective practice and self-evaluation and identify priorities for development to improve outcomes for children
- continue to develop the systems for recording children's progress, including matching observations to the expectations of the early learning goals and identifying learning priorities.

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

The childminder fully understands her role and responsibility to safeguard children's welfare. She has a good understanding of the signs and symptoms of abuse and the procedures to follow should she have any concerns. In addition, she ensures all adults in the home are suitably vetted and provides parents with a written policy to ensure that they are aware of her responsibility to protect and safeguard children. The childminder gives high priority to the supervision of children and keeping them safe. Risk assessments that cover all areas of the home and outings are completed and are reviewed to identify and minimise risks to children. However, these do not clearly state when they were carried out, by whom, and any action taken following a review or incident. The organisation of the environment ensures that all children can easily access resources, allowing them to be included and involved in activities and to explore freely, thereby assisting them to become independent learners. For example, children are interested in the pop-up activity centre. They push, pull and turn the knobs and show delight when they have managed to complete them all.

Documentation is organised well and stored to promote confidentiality. The childminder's registration certificate is clearly displayed along with information for parents about how they can contact Ofsted. Since registration the childminder has completed some further training, including story telling and how to complete a professional evidence file. The childminder has started to self-evaluate her service and has already made some improvements. For example, blackout blinds at the window enable children to sleep better and she is looking at ways to make the conservatory floor warmer. The childminder demonstrates a sound vision of how she wants to improve the quality of her provision, including attending further training. She has recently purchased an evidence file to enable her to raise standards and monitor her provision, however, she has not begun to complete this.

Positive relationships have been formed with parents. They work closely together as they share their knowledge of the children to ensure that all children's needs are met and continue to be met as fully as possible, for example, dietary and medical needs. Parents are provided with a good written and verbal information package, which keeps them informed about most aspects of the childminding practice, policies and procedures. Parents are very satisfied with the care given to their children. Positive comments include: excellent care; professional and organised; supportive and flexible and extremely caring. The childminder currently has no children attending who have special educational needs and/or disabilities, however, she demonstrates a positive attitude towards gathering information from parents to ensure that all children are included at the setting. The childminder is aware of the need to work in partnership with others to meet the needs of individual children when this is appropriate.

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

Children benefit from receiving warm and affectionate care and they are treated as unique individuals. Children enjoy good relationships with the childminder and her children. They are happy and settled in the warm and friendly environment. The childminder currently cares for very young children, and although they are still developing their communication skills, she ensures that they receive constant reminders on how to remain safe, both inside and outside. For example, she reminds them not to climb on the sofa to sit on the window ledge in the conservatory. They are gently instructed to be careful and not to push or pull as this may hurt when they take turns jumping off the overturned box. The childminder has a sound understanding of child development, the EYFS framework and practice guidance. As a result, children are making progress in their learning. The childminder has begun to make some general observations of children at play. These are enhanced with photographs of them at their activities. However, the linking of these to the learning outcomes and identifying each child's next steps is not clearly identified by the childminder.

Children are provided with a wide range of activities and experiences, both in the home and on regular outings. Children have a dedicated playroom which is set up to provide areas for different types of activities. The children can access creative and role play activities and resources as well as books and puzzles or construction toys. They enjoy building towers with the bricks together, they count how many bricks they have and the childminder encourages the children to name the colours of the bricks. Children clap their hands and squeal with delight as they knock the bricks down before they build them up again. The childminder encourages children to practise early writing as they enjoy using the etcher sketch to mark make and attempt to draw round their hands. Children are beginning to take part in cooking and craft activities such as painting, cutting and sticking. They thoroughly enjoy rolling and cutting the salt dough. They attempt to roll and cut shapes out as the childminder talks about the colour and the shapes. Children's early numeracy skills are beginning to develop as numbers are very much part of the daily routine. For example, the childminder counts numbers when changing nappies and they sing songs and rhymes with numbers such as 'ring a ring a roses'.

Children are beginning to be supported to learn basic hygiene skills through the use of good hygiene routines and the childminder acting as a good role model. The childminder ensures the children have opportunities each day to be in the fresh air, experience physical play and to expand their play opportunities. For example, they walk to and from school each day, go for walks in the local area and attend the baby gym once a week. Children are offered a good range of home cooked, healthy and balanced meals and snacks and the childminder works closely with parents to ensure that children's individual dietary needs are well met. The childminder has a clear understanding of the importance of the use of positive strategies to support children's behaviour. She actively encourages children to share and take turns in their play. The childminder is careful to monitor the children at play, both indoors and outdoors, to ensure that toys and equipment are used safely and appropriately.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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