

## Inspection report for early years provision

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<b>Unique reference number</b>	EY360788
<b>Inspection date</b>	01/02/2010
<b>Inspector</b>	Ann Coggin

<b>Type of setting</b>	Childminder
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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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 December 2007. She lives with her husband and two daughters, in a three bedroom house, located in the Low Grange area of Billingham. The whole ground floor of the childminder's house is used for childminding purposes. The upstairs is not used. There is a fully enclosed rear garden for outside play. The family have a Staffordshire bull terrier dog, that minded children do not have access to.

The childminder is registered to care for a maximum of six children at any one time and is currently minding two children in the early years age group. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from the local nursery school.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's care and development are effectively supported in the childminder's warm and welcoming home. The home is well laid out, to provide free movement for children, whilst remaining safe and secure. Children are able to choose from a suitable range of resources that are appropriate to their stage of development. They have established secure relationships with the childminder and their individual needs are met, as she is developing a good knowledge of children in her care. The childminder works in partnership with parents, ensuring that children's individual care needs are recognised and met. Systems for self-evaluation are not effectively developed as yet, to ensure continuous improvement.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a record of risk assessments for outings is maintained clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 12/03/2010

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

- further develop systems for self-evaluation.

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

Children are safeguarded, because the childminder has a clear understanding of her child protection responsibilities. She has an appropriate understanding of the signs and symptoms of abuse and knows what actions to take if she has concerns about the children in her care. She ensures children are appropriately supervised, in order to maintain their safety. Children play in a safe, child centred environment. Fire fighting equipment is easily accessible and the childminder has practised her planned evacuation procedure, to promote children's awareness of what to do in an emergency. Adults in the household are appropriately vetted and are, therefore, suitable to have regular contact with children. Risk assessments are carried out, however, a record of these is not maintained for outdoors or outings. The childminder organises her policies, procedures and records well, ensuring the needs of all children are met. For example, individual health and dietary requirements are discussed with parents and recorded for future reference.

The childminder demonstrates that she is committed to the continual improvement and development of the children's care and education. She has attended some courses and workshops since registration, such as, first aid and awareness of child abuse and neglect. The childminder uses childcare publications to keep up-to-date with current good practice. She informally reflects on the care she provides, but has no formal systems in place to evaluate all areas of the provision.

The childminder's home is arranged well, to help children access resources by themselves. She provides a wide range of toys and equipment, including resources to reflect positive images of diversity. They are age appropriate and suitable for the children attending and as a result, children have the opportunity to make their own choices in their play from an early age, therefore promoting their independence. Activities are adapted to ensure all children are able to participate. Good links are in place with parents and carers, resulting in children making good progress in all areas of learning and promoting their sense of security and well-being. The childminder communicates well with parents and exchanges information both written and verbal with them on a daily basis, ensuring children's individual needs are met. Links are being developed with the local nursery, to promote the full integration of children's care and education.

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

Children are settled and confident in the childminder's home and have room to move around freely, safely and independently. They are able to help themselves to a suitable range of toys, that are stored easily at levels they can reach, resulting in children being able to make choices about their play. They enjoy playing in the relaxed and supportive environment, where they are all included. Children are sociable and eagerly engage in conversation. They are confident to express their thoughts and needs, enjoying the praise and encouragement they receive from the childminder. Children behave well and form good relationships with the

childminder and her family. She implements a positive behaviour policy and uses plenty of praise and encouragement. As a result, children develop good levels of self-esteem. The childminder is attentive and supportive, as she encourages children to try new experiences and to practise and build on their skills, for example, matching pictures and words. Children experience a number of opportunities that enable them to develop their understanding and skills, across the six areas of learning. For example, children's language is developing sufficiently, as the childminder clearly repeats her words, talks to the children, asking open ended questions and waits for their response. Children's creative development is encouraged through activities, such as, gluing, painting and baking.

Individual folders and scrapbooks have been introduced for all children. These include photographs of children partaking in various activities, such as, dressing up, reading books and playing with their dolls. Detailed observations are clearly linked to the areas of learning and the next steps in each child's learning is identified. Children use their imagination well as they play shops, taking turns with the childminder at being the shop keeper and pretending the tent, is a house. Children enjoy singing familiar rhymes to themselves, such as, 'incy wincy spider' and 'rain rain go away', as they hear the patter of rain on the window.

Procedures are in place to promote children's health and well-being. They walk to and from nursery and play with a range of equipment, in the childminder's garden and local park. An illness procedure is in place, to ensure that children who are sick do not attend when they are infectious, in order to promote the good health of other children in the setting. Children are reminded to wash their hands, posters are displayed and individual towels are provided, to minimise the spread of germs. Children are kept safe in the home with a range of precautions, such as socket covers. Evacuation procedures have been drawn up and practised, to help children understand what to expect in an emergency. A daily visual check is made of the premises, to ensure any hazards are minimised.

## 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	3

### 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	2
The extent to which children feel safe	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met