

## Inspection report for early years provision

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| <b>Unique reference number</b> | 312710                 |
| <b>Inspection date</b>         | 21/06/2010             |
| <b>Inspector</b>               | Elaine Marie McDonnell |
| <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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 August 1994. She lives with her husband and their adult son in the Normanby area of Middlesbrough. The home is close to local amenities, such as shops, primary school, play park and woodlands centre.

Minded children have the use of a bathroom and bedroom on the first floor of the house and most of the ground floor, with the exception of the conservatory. There is also a fully enclosed rear garden available for outdoor play.

The childminder is registered to care for up to six children aged under eight years at any one time. She is also included on the voluntary and compulsory parts of the Childcare Register and may care for children aged over eight years. There are currently seven children on roll, aged between five years and 10 years, all are cared for on a part time basis before and after school and some also attend during school holidays. Three children are in the early years age group.

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

Overall the quality of the provision is satisfactory.

A warm and welcoming environment is provided for children. Inclusive practice is sufficiently promoted and children's learning needs are adequately met. However, observational assessment of children is not effectively used to plan, to help them progress towards the early learning goals. Basic risk assessments have been conducted, but records do not include all relevant information, however, the premises, garden and resources are safe and suitable for children. The childminder has started to complete a process of self-evaluation to support continuous improvement, future plans are limited but are likely to bring about some improvement to the provision.

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

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

- extend the risk assessment process to ensure it includes all relevant procedures and information
- develop the self-evaluation process to effectively identify areas for continuous improvement
- ensure that observational assessment of children is effectively used in order to plan to meet their individual needs and help them progress towards the early learning goals
- provide learning experiences which help to raise children's awareness of the cultures and beliefs of others.

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

Children's welfare is satisfactorily promoted. The childminder demonstrates a sound knowledge and understanding of safeguarding issues and of how to put appropriate procedures into practice. A basic risk assessment process is conducted and all relevant steps are taken to ensure a safe and secure environment with resources for children. However, records in place do not include all required information as stated in the Statutory Framework for the Early Years Foundation Stage.

Resources are well deployed. Children have access to a designated play room with a varied range of play materials available. There is also a good range of outdoor physical play equipment in the rear garden and electronic games and equipment in the lounge. Children have freedom to choose where they would like to play, and what resources they would like to play with on a daily basis.

Equality and diversity is sufficiently promoted. The childminder finds out about children's individual interest and needs through initial discussions with parents and also through observations. However, children's starting points are not clearly identified. Their interests and preferences are taken into account when planning activities and outings. Some basic resources are available which reflect a wider society. Children participate in activities relating to their own cultural background but there are limited planned opportunities for raising their awareness of the cultures and beliefs of others.

The childminder has a satisfactory attitude towards personal development. She has maintained her first aid qualification since the previous inspection and has also attended an 'Are you ready for your inspection?' information session. The childminder has started to complete a self-evaluation form, however, the actual 'process' of self-evaluation is not a fully effective system of supporting continuous improvement, as areas for further development have not been adequately identified. The childminder has however made improvements since the previous inspection and addressed the recommendation raised, resulting in a safer environment for children.

The childminder works in partnership with parents and keeps them informed of their child's development and progress through regular discussions. She also seeks parents views and comments about the provision and to date these have all been positive. Parents have access to the childminder's policy and procedure documents and also to their child's observation files. The childminder is developing a good relationship with the local primary school where minded children also attend. She participates in school outings and has parents consent to share relevant information about their child with other professionals, delivering the Early Years Foundation Stage.

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

The childminder observes and records children's development, however, she is not fully aware of the six areas of learning. As a result, the information gained from observations is not effectively used to plan the next steps in children's learning, to help them progress towards the early learning goals.

Children are observed enjoying their time with the childminder. They present themselves as being happy and settled and feeling secure in the childminder's care. Children are keen to participate and make choices. They are active and confident learners, they play well together and cooperate, organising team ball games for themselves in the garden. Children are well behaved and take into account the ideas of others. The childminder demonstrates a satisfactory knowledge and understanding of how to manage behaviour effectively.

Children are helped to learn about keeping themselves safe through regular routines and discussions. For example, they participate in fire drills, practice the 'Green Cross Code' and learn about protecting themselves in the sun, such as using protective cream and playing in shaded areas. Appropriate procedures implemented by the childminder ensure that children are kept safe on outings.

Children are encouraged to adopt healthy lifestyles. They are provided with healthy and nutritious meals and snacks and they have regular opportunities to participate in physical activity. For example, they visit local play parks, woodlands centre and enjoy playing in the childminder's garden. Children learn about the effects of exercise on their bodies and know that they need to drink more water in hot weather. The spread of infection is well managed and the home is very clean and hygienic. Regular hand washing routines are promoted and the children know that this is necessary to 'get rid of germs'.

Children have opportunities for building relationships, taking turns and negotiating, for example, when playing board games with rules. They speak clearly with confidence and control, showing awareness of the listener. Children have good access to a varied range of books. They participate in attempt writing for a variety of purposes, such as putting their names on pictures and writing about what they have drawn.

Children learn about numbers, time and growing. They have made height charts and plotted how much they have grown over the year. They follow a sequence of numbers when doing dot-to-dot tasks. Children can compare size and comment that new skipping ropes are 'too long' for them. They know that the counters on the skipping ropes will show how many skips they have achieved.

Children participate in recycling activities and discuss the benefits of this on the environment. They have access to some electronic games, which helps to promote their understanding of technology. Children have various opportunities to be creative and participate in role play, such as when dressing up to play pirates at the local woodlands centre.

## 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

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|--|---|
| <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

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|--|---|
| <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   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding  | 3 |
| 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

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|--|---|
| 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

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| <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        | 2 |
| The extent to which children develop skills for the future       | 3 |

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## **Annex B: the Childcare Register**

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| 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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