

## Inspection report for early years provision

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<b>Unique reference number</b>	EY252819
<b>Inspection date</b>	11/05/2010
<b>Inspector</b>	Lindsey Pollock

<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 July 2003. She lives with her husband, her daughter aged 17 years, and her son aged 14 years, in Hartlepool. The whole of the ground floor and the first floor bathroom are used for childminding. There is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children aged under eight years at any one time, of whom, no more than three may be in the early years age range. She is currently caring for seven children in this age group at various times. She also offers care to older children. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children are very happy, confident and settled in the care of the childminder who is warm, caring, and obviously dedicated to her job and the children she cares for. All children are valued as individuals, and their differences recognised and valued. Strong partnerships with parents help to ensure children's needs are fully met and they speak very highly of the care their children receive. The childminder's good understanding of child development enables her to plan and organise systems to ensure every child receives an enjoyable, and challenging learning and development experience. She is committed to the development of her provision and is keen to attend training to help her with this. Consequently, the capacity to maintain continuous improvement is good.

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

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

- develop use of systems, such as the Ofsted self-evaluation form to help maintain and develop the provision
- enhance planning by completing summative assessments at particular points in time, so children's progress can be tracked.

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

The childminder has a good awareness of safeguarding issues. She has completed training to update and enhance her knowledge and has comprehensive policies and procedures in place. These will enable her to make sure any concerns are prioritised and dealt with effectively. Checks have been completed on all household

members, to ensure they are suitable to be in regular contact with children and anyone who has not been checked is never left alone with the children. She keeps a record of the names of all visitors who have been in her home when children are present, to protect them further. Effective risk assessments are conducted to ensure that dangers to children on the premises and outings are minimised. Well organised documentation, including children's records and written permissions are in place. Along with detailed policies and procedures this helps to ensure the safe and efficient management of the provision.

The childminder is committed to driving and securing improvement. Since her last inspection she has completed a recognised childcare qualification and a number of training courses provided by the local authority. She consults fully with parents and children, she respects and values their opinions of the provision. As yet she is not fully using systems, such as the Ofsted self-evaluation form to help her identify and prioritise areas for development. Space and resources are used well to promote care and learning. Good support from the childminder, and access to resources, helps children to begin to know about their own culture, and raise their awareness and appreciation of diversity. The childminder's home is welcoming to all and is maintained to high standards. Children's work and photographs are proudly displayed which helps to raise their self-esteem and give them a sense of belonging. Although no children with special educational needs and/or disabilities currently attend the setting, the childminder demonstrates a positive attitude to working with parents and taking steps where appropriate, to ensure that all children are fully included at the setting.

There are very good relationships between the childminder and parents. Good quality information about the service offered is given to parents and they are kept up-to-date through discussions and the use of notice boards, learning journey files, and daily diaries regarding their child's day. Parents are very happy with the service offered and value the care she provides for their children and they recommend her to other parents seeking childcare. The childminder has also developed positive relationships with other providers of the Early Years Foundation Stage to ensure progression, and continuity of learning and care.

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

The childminder is motivated and enthusiastic about her work with children. They approach her confidently and with great affection, approaching her for hugs and reassurance. Her good knowledge and understanding of the Early Years Foundation Stage enables her to provide the children with learning experiences, that are fun and enjoyable. Written observations for the younger children in the Early Years Foundation Stage and close monitoring of those already in full time school, enables her to provide appropriately for their learning and development while in her care. As yet, systems for summative assessment have not been implemented, so she can fully track children's progress to help with identifying the next steps for their development. Activities are well planned, cover all areas of learning and are adapted where necessary so all children can be included.

Children behave very well. They have lovely manners and rarely forget to say 'please' and 'thank you'. They play alongside, and with each other, happily, showing care and concern and speak fondly of the all of the children who attend the childminder's. They help with tidying up and take their plates to the kitchen when they have finished their lunch. They are increasingly independent. The older children manage their toileting, put on their own coats, and eat their meals with little or no help from the childminder. Communication skills are developing extremely well. Older children converse happily, talking about what they have been doing at nursery. Babies smile and giggle as they watch the childminder and as the children sing 'Baa Baa black sheep' to them. There are many opportunities for them to learn about the wider world, as they participate in lots of outings in the local community and further afield. Lots of opportunities are provided for children to practise and extend their skills in problem solving, reasoning and numeracy. They use mathematical terms during play and daily routines, for example, they talk about 'more' and 'full' when playing with the pasta shapes, count items in the basket when shopping, and use scales to weigh ingredients when baking. They count securely, some children, beyond ten, easily recognising the numerals on the clock face. They love exploring and investigating and are interested in everything that is happening around them. They are very confident with information, communication and technology and show great interest in computers and laptops using the correct language, such as 'mouse' and 'keys'. They are very proud of their pictures, paintings and craft work, particularly their hands and feet paintings which they have done recently.

Children love being outdoors and are very active children. They play happily in the garden moving freely between indoors and the outdoor area. This along with eating the nutritious meals and snacks provided, helps to raise their health and bodily awareness and learn the importance of maintaining a healthy lifestyle. High standards of cleanliness are maintained throughout all childminding areas and children independently follow good hygiene routines, such as washing their hands after using the toilet. The childminder helps children to gain an awareness of how to keep safe, both in the home and on outings. They know about road safety, telling the inspector they 'stop, look and listen' before crossing the road.

## 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

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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

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