

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY343700         |
| <b>Inspection date</b>         | 29/04/2010       |
| <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.

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 was registered in November 2006. She lives with her husband in a house in Hart village near Hartlepool. The downstairs of the home is used for childminding. The fully enclosed rear yard is used for outdoor play. The childminder is registered to care for six children under eight years at any one time, of which not more than three may be under five years. There are currently eight children on roll, of which three are in the early years age range. The childminder takes and collects children from local schools and she attends local childminder groups. She offers a full-time service, including after school care and school holidays.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She holds a Council for Awards in Children's Care and Education Level 3 Diploma in Home-Based Childcare. She 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's care, learning and play are promoted very well as the childminder has a good understanding of the Early Years Foundation Stage requirements. The childminder provides a stimulating range of activities and outings, and children are making good progress towards the early learning goals. She establishes warm and nurturing relationships with children and cares for them in an inclusive environment. Children's needs are met successfully through positive links with parents and the childminder shares information effectively, ensuring children are offered very good levels of support and consistency in their care. The childminder has a good understanding of her areas for development and uses the Ofsted self-evaluation tool to effectively monitor and evaluate her provision, which helps to ensure continuous improvement.

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

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

- continue to develop planning systems to clearly show how observations are used to inform future planning.

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

The childminder demonstrates good knowledge and understanding of how to implement the procedures to ensure the safety and welfare of children. She fully understands her responsibilities and has up-to-date information on the Local Safeguarding Children Board procedures. The childminder is trained in first aid and

deals with accidents and incidents appropriately. She obtains written parental permission for emergency medical advice or treatment should the need arise. This ensures she can respond quickly in the event of an emergency, which helps to protect children's welfare. Risk assessments have been conducted and appropriate safety measures are in place to minimise the risk of accidents to children.

An inclusive and welcoming environment is provided, in which children are treated as unique individuals. The childminder has a good range of resources which reflect our diverse society and help children develop a positive attitude towards difference. She has developed good relationships with parents and effectively seeks information about children, which ensures she has realistic and secure understandings of their individual needs and interests. The use of daily diaries and development files keep parents up-to-date with their children's achievements and progress. Parents are very happy with the childminder's care and think she 'does a 1st class job'. Links with other providers have been developed and systems are in place to ensure continuity in children's care and learning. The childminder provides a stimulating learning environment, which is safe and well cared for. Resources are good and support children's learning very well. Children confidently access resources independently, giving them choices about what they do.

The childminder recognises the importance of professional development and has attended several significant training courses. She uses parents' and children's views to develop the service she provides. She also works closely with other childminders and agencies to develop her knowledge and skills, all of which helps to promote outcomes for all children.

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

Children are contented and secure in this child-friendly environment where they can engage in a wide variety of activities. The childminder's warm and nurturing attitude towards them enables them to feel safe and secure in her care. They are easily comforted by her when they are upset and climb onto her knee and snuggle into her arms for reassurance. Trusting relationships have been formed and children have developed a sense of belonging. The effective organisation of play space and resources is helping children to develop their initiative and independence. They can move around freely and select toys that interest them. For example, they enjoy playing in the tent and request to eat their snack there. The childminder spends her time playing with the children, who have lots of opportunities to learn about themselves, each other and the wider world. Children enjoy playing with a variety of interactive toys, which helps to develop their awareness of information and communication technology.

Children enjoy the security of the daily routines which help them to know what to expect. The childminder builds a good balance into their day. There are opportunities for free play, adult-led activities and times for quiet and boisterous play. Children sleep when they are tired and enjoy daily outdoor opportunities. The childminder has a good understanding of the Early Years Foundation Stage learning and development requirements, which she uses to ensure children

experience a meaningful range of adult-led and child-initiated activities. Development files are in place and show children's progress towards the early learning goals. The assessments are linked into the six areas of learning and the next step in each child's learning is identified. A good range of planning is in place to ensure a varied and stimulating learning experience, however, systems to plan for the next steps in children's learning are not always clear.

Nutritious meals and snacks are helping the children to recognise healthy food as being a positive lifestyle choice and walks to the park and local community facilities encourage them to find pleasure in being active. Children are developing an awareness of their own safety. The childminder reminds them about picking up the resources so they will not slip and they know how to evacuate the premises quickly and safely. They learn about the danger of strangers and how they can safely cross the road, which further develops their understanding of safe practices.

## 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> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### 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>                          | 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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|--|---|
| 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

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|--|---|
| <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**

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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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