

## Inspection report for early years provision

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<b>Unique reference number</b>	EY361786
<b>Inspection date</b>	10/05/2010
<b>Inspector</b>	Karen Marie Tervit
<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 2007. She lives with her parents in the Rift House area of Hartlepool. The whole ground floor of the childminder's house is used for childminding. There is a designated playroom and fully enclosed gardens for outside play. The childminder works as co-minder with her mother. Both childminders have joint responsibility for the childminding practice.

The childminder is registered to care for a maximum of six children under eight years at any one time when working alone and a maximum of 10 when working with another childminder. She is currently minding six children in the early years age group. Children attend on a full and part time basis. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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.

The childminder and her co-childminder provide a very warm and welcoming environment to all children and their families. The childminder meets the needs of the children in her care extremely well as she has a very good awareness of their individual abilities. Consequently, they are making good progress in their learning and development. Partnerships with parents and other providers of the Early Years Foundation Stage are excellent. Detailed observations are used well to inform her practice. Most documentation required to promote the safe and effective management of the setting is in place. The childminder regularly evaluates her practice and is committed and enthusiastic about continuous improvement.

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

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

- extend the record of risk assessments to include any assessments of risks for individual outings and trips
- further develop systems to evaluate the service provided to ensure that plans for the future are prioritised and well targeted to bring about improvement and better outcomes for children, for example, by using the Ofsted self-evaluation form.

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

Children are effectively safeguarded. The childminder has a clear understanding of her role in child protection and is fully aware of the procedures to follow should a concern arise. She has attended recent training in this area so as to update her

knowledge. Children's welfare is assured as the childminder, her co-childminder and other adult household members have been suitably vetted. The childminder is vigilant in supervising children to ensure they remain safe in the indoor and outdoor environments. Risk assessments are carried out, including all areas of the home and garden. From discussion with the childminder it is clear that she has appropriate measures in place to ensure the safety of children during outings. However, these are not recorded for each individual outing. The childminder holds a current first aid certificate and has clear procedures in place to deal with any accidents or illnesses. As a result, children are well protected.

The childminder has begun to look at formal self-evaluation of her provision, which is an accurate reflection of the care provided. However, this is in the early stages of development. She is proactive in involving parents and children to help her evaluate the quality of the care and education opportunities she provides for children. She is keen to share best practice ideas with other childminders in her area as they meet up on a regular basis. The recommendation raised at the previous inspection has been positively addressed. For example, the childminder now has in place a safeguarding policy which clearly outlines the procedures she would follow in the event of an allegation being made against her or her family. The childminder is proactive in seeking training and uses this to enrich her already good practice. Children have plenty of space to explore the play materials in a stimulating and comfortable environment. Activities and resources are varied and easily accessible to children so that they can develop their independence skills and engage enthusiastically in their play. The childminder provides a service that is inclusive for all children.

Parents receive excellent information about the childminder's service and this includes very detailed policies and procedures which they sign to say they have received. Clear information is exchanged at the start of a placement to enable children's needs to be shared and to ensure the childminder is fully aware of parents' wishes. Both childminders take responsibility for sharing information with parents so that they are exceptionally well informed about their child's day and personal care routines. A wealth of useful information is displayed on the parents' notice board. Children's individual needs are met because the childminder knows the children exceptionally well and shares relevant information effectively with their parents. She encourages parents to share their observations from home, which are used to contribute to their child's development records. Parents' written comments are extremely positive about the care the children receive from the childminder. Highly successful partnerships with other providers of the Early Years Foundation Stage ensure continuity of care and learning.

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

Children thoroughly enjoy their experiences with the childminder. They are inquisitive, active learners who are interested in all the play opportunities on offer to them. They select items of their choice and are given excellent support from the childminder to explore them fully. The childminder provides children with activities to develop their skills in all areas and is responsive to their interests, which in turn

makes children eager to learn and confident to suggest their own ideas. She demonstrates a good awareness of how to encourage children's participation and development by making activities fun and using effective open-ended questions to make children think. The childminder takes responsibility for recording children's progress. She is extremely well supported by her co-childminder in this task. Each child has a development folder in which a collection of their creative work is kept, alongside lively observations and photographs. Clear links are made to the areas of learning and children's next steps are identified.

The childminder promotes inclusive practice well by encouraging the children to take part in activities which are appropriate to their differing needs and abilities. Children learn about diversity through celebrating festivals, such as Chinese New Year and Valentines Day. They access interesting resources, such as dolls, dressing up clothes, books and small world equipment representing positive images of diversity. Children are helped to make a positive contribution, join in, make friends and respect one another through their daily routines and activities. For example, they are encouraged to tidy resources away and they visit local toddler groups to help them develop their social skills.

Children clearly enjoy joining in with games where they identify different parts of their bodies. They concentrate well, gluing and sticking pictures onto pieces of paper. They use their imaginations as they dress up using ribbons. They are encouraged to practise new skills, such as tying laces. Children benefit from outings and develop their understanding of the wider community through trips to the park, the shops and other local attractions, such as the beach and a farm. Babies are fascinated by the different colours in a glitter wand and delight in exploring the different items in the treasure basket, such as sponges and ribbons, all with the gentle support of the childminder. All children receive daily opportunities to experience fresh air and develop their physical skills, either in the well resourced garden or at one of the soft play sessions they attend.

Children develop an understanding of keeping themselves safe. They know when they are allowed to walk ahead and when they have to stop and wait for the childminder. Children adopt good personal health and hygiene practices. The childminder has a very good knowledge of nutrition and encourages children to eat a varied diet. She promotes positive behaviour by using effective strategies, such as giving praise and simple explanations of why some behaviour is not acceptable. As a result, children behave extremely well. The childminder and her co-childminder are excellent role models as they work exceptionally well together and are very respectful towards each other.

## 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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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

<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	1
The extent to which children make a positive contribution	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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