

## Inspection report for early years provision

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<b>Unique reference number</b>	312816
<b>Inspection date</b>	17/05/2010
<b>Inspector</b>	Pauline Pinnegar
<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 2000. She lives with her husband, two adult children and two younger children aged 15 years old and 12 years old in the Acklam area of Middlesbrough. The whole of the ground floor of the childminder's home is used for childminding. There is an enclosed garden available for outdoor play. The family has three pet cats. The childminder cares for children on weekdays from 7.30am to 6pm for 48 weeks of the year.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding seven children in this age group. The childminder has her son as her named assistant and when both are working together, they may care for a maximum of six children under eight years at any one time, of whom no more than four may be in the early years age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children to and from the local school and nursery, and attends several toddler groups.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming environment where mostly suitable procedures are in place to promote children's welfare, including most documentation. However, the childminder has failed to meet a statutory requirement within the Early Years Foundation Stage by not ensuring her named assistant has a suitable first aid certificate in place. The childminder works generally well with parents to promote an inclusive environment, and as a result, has a sound understanding of children's individual needs. Partnerships with other early years providers are developing. The childminder has a sound understanding of the learning and development requirements. This is combined with a suitable range of activities to help children make satisfactory progress towards the early learning goals. Procedures for observations and assessments are being developed. Adequate procedures have been established to evaluate the care and education provided in order to maintain 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 that the named assistant has a paediatric first aid certificate when left in sole charge of children on the premises (Promoting good health).

14/06/2010

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

- ensure all parental consent records in relation to assistants being left in sole charge of children for short periods are available for inspection
- further develop systems for recording children's progress, including matching observations to the areas of learning and identifying learning priorities
- involve parents as part of the ongoing observation and assessment process and develop procedures for them to contribute to their child's learning and development record
- promote effective continuity and progression by sharing relevant information about children's learning and development with other providers of the Early Years Foundation Stage.

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

Children's safety is promoted well as the childminder has a good understanding of child protection procedures and knows how to implement them effectively to safeguard the children. A suitable range of policies and procedures are in place to further safeguard the children, for example, recording of accidents, medication and consent to obtain emergency medical treatment. However, not all written parental agreements in relation to the childminder's assistant were available for inspection. A record of risk assessments for the home and outings, along with daily checks, ensures that the risk of accidental injury to children is minimised. All adults within the home have had the required checks, including the childminder's named assistant, to ensure their suitability. This promotes children's safety and welfare. However, the childminder has not ensured that her assistant has a suitable first aid certificate in place and on occasion, her assistant is left in sole charge of children. This is a breach of a requirement within the Early Years Foundation Stage and does not fully safeguard children.

The childminder makes appropriate use of space and resources. For example, space is organised to enable children to move around freely and access resources independently. Children's artwork and colourful posters are displayed on the wall. This helps children to feel a sense of belonging. The childminder promotes inclusive practice through her policies and welcomes all children into her setting. She respects and values children's own experiences and has a reasonable range of resources to help her plan simple activities to support children in thinking about and developing positive attitudes to diversity and difference. The childminder demonstrates a positive attitude towards developing her practice in order to promote continuous improvement. She is beginning to use the Ofsted self-evaluation form to reflect on her practice and identify areas for improvement. For example, she has just developed parental questionnaires to gain parents' views. She demonstrates a commitment to attending regular training and works with other childminders to discuss and develop her practice. The childminder has addressed the recommendation raised at the previous inspection. For example, the study is now a safe environment for children to play in. This helps to promote outcomes for children.

Adequate procedures are in place to work with parents. At the initial meeting, the childminder discusses her practice with parents and gathers sufficient information to meet children's individual care needs. Useful information, such as the certificate of registration and the complaints procedure, is displayed for parents to see. The childminder ensures that parents are kept informed about their children's care and learning as she talks to them on a daily basis and parents can access children's developmental files if they wish. However, parents are not actively encouraged to add to these records, which would contribute to effective continuity of care and development. She is beginning to develop procedures to share information with other providers of the Early Years Foundation Stage. For example, she finds out what activities the children have been involved in at nursery. However, this system has not been extended to include all early years providers, for example, schools and playgroups. Currently there are no children with special educational needs and/or disabilities attending the setting. However, the childminder demonstrates a positive attitude towards working with parents to ensure that individual needs are suitably met and all children are included at the setting.

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

Children are happy and settled in the childminder's care and have made close attachments with her and her assistant. The childminder is warm, caring and sensitive to individual needs. This helps children to develop a suitable sense of security and belonging. The childminder has a satisfactory understanding of the Early Years Foundation Stage, which results in the areas of learning being suitably well covered. Diaries are in place for the children which document what activities the children have been involved in. The childminder has introduced some observations to the diaries and these are in their infancy. However, they are not linked to the areas of learning and do not consistently record children's next steps in development. This means it is not clear how they are used to inform future planning and record children's progression towards the early learning goals. Nevertheless, children are making appropriate progress in their learning and development. They benefit from a suitably balanced range of adult-led and child-initiated activities, which are delivered through indoor and outdoor play. Children behave well at the childminder's as she implements age appropriate behaviour management techniques, for example, discussion and distraction. She encourages children to be kind to each other and to share. This is supported by visits to local toddler groups and pre-school groups to provide further opportunities for children to socialise with their peers.

Children show interest in all that is happening and are active learners. They are able to express themselves freely and creatively through access to a suitable range of resources, including art and craft, paint, glue and crayons. They have fun helping to make paper watches with the childminder and drawing pictures with different coloured pencils. Opportunities to explore dough helps to develop children's creative skills and promotes hand to eye coordination. The childminder chats constantly to the children as she is committed to promoting their language skills. She encourages them to name animals and colours and engages them in stories to further support their emerging language skills. Children have good fun

using the 'story sacks', playing with the animals and various other props that accompany the story. The childminder encourages the use of numbers through general activities throughout the day, such as counting the jigsaw pieces as they put them together. Children explore simple mathematical concepts as they begin to sort toys into colours and weigh and measure the ingredients during baking activities. They are beginning to engage in early role play, enthusiastically dressing and undressing the dolls and using their imaginations as they dress up using capes. Children benefit from regular opportunities to be physical, mostly in the fresh air. For example, they play in the garden and go to the park. Trips out to the local shops provide opportunities to help children learn about their local community. A suitable range of play telephones, programmable toys and cameras, and access to the computer help to support children in developing their skills for the future.

Children are welcomed into suitably clean and well-kept premises where they have sufficient space to play. They are appropriately safeguarded as the childminder's home is secure at all times. This is supplemented with suitable procedures for adults collecting children. Safety equipment is in place, reducing the risk of accidents. Practising regular fire drills and road safety helps children begin to develop an understanding of how to keep themselves safe. This is combined with effective procedures, such as keeping external doors locked and maintaining close supervision of the children at all times. Children have developed positive relationships with the childminder. They come to her for cuddles and are clearly happy and secure in her care. The childminder follows effective hygiene routines in relation to nappy changing, and children clean their hands with individual towels prior to eating meals and snacks. Children's awareness of healthy eating is supported by growing vegetables and sunflowers in the garden. Children do not attend if they are sick, which enables the childminder to protect others from illness. The childminder's flexible routine incorporates time for quiet play and rest, enhancing children's well-being. Parents provide meals for their children. The childminder complements these with healthy snacks, such as fruit. Relevant documentation with regard to health, including specific dietary needs and consent forms, is in place and up-to-date. This positively safeguards children's well-being.

## 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	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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### 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	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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