

## Inspection report for early years provision

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<b>Unique reference number</b>	312641
<b>Inspection date</b>	01/07/2010
<b>Inspector</b>	Pauline Pinnegar
<b>Type of setting</b>	Childminder

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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 1999. She lives with her husband and two adult children in the Marton area of Middlesbrough. The whole of the ground floor and the first floor bathroom of the childminder's home are used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 8am to 6pm for 50 weeks of the year. The family has a pet cat.

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 range. She currently has nine children on roll, four of whom are in the early years age range. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on both parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children feel very secure because the childminder provides a homely environment and spends time supporting their play and learning. High value is given to the uniqueness of each child to promote their well-being and development. Children's safety is well promoted and they are fully safeguarded. Systems for observations are developing and most areas of children's learning are effectively planned for to ensure they make good progress in their learning and development. Overall, the effective partnerships that have been developed with parents and other early years providers ensure children's welfare needs are consistently met. The childminder has maintained and reviewed her provision through an effective self-evaluation process and is committed to maintaining the continuous improvement of her provision.

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

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

- develop further the processes for observing and recording children's development and progress, ensuring this links effectively with planning and includes activities for individual children's next steps
- involve parents and other early years providers in children's learning and development by sharing information with them about children's achievements and by providing opportunities for them to contribute to children's learning and development records
- develop further the resources and opportunities for children to learn about other cultures in order to understand and celebrate the similarities and differences between them in a diverse society.

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

The childminder takes effective steps to ensure that the children in her care are suitably safeguarded. She has a good understanding of child protection issues, knows the signs and symptoms of abuse or neglect and is aware of the procedures to follow if she has concerns about a child's welfare. All adults living in the household are known to Ofsted to enable checks to be undertaken. Detailed risk assessments are in place for the premises, equipment and all outings undertaken with the children. The childminder uses time, space and resources effectively to encourage children to feel safe and secure. Children access a dedicated playroom which is attractively decorated with children's artwork, posters and photographs. This gives them a real sense of belonging. Resources are easily accessible, which enables children to independently choose toys that are stimulating and fun, while helping them to become familiar with the daily routine. Children also benefit from regular trips out to local parks, which provides further learning experiences for them. Records, policies and procedures are implemented well to support the effective management of the provision and to maintain children's health and safety.

The childminder ensures the continuous improvement of her provision by assessing and recording what is being done well and what needs to improve. Good improvements have been made since the previous inspection, with the childminder fully addressing the recommendations that were raised. For example, all household members have completed the full vetting procedure, documentation to record children's attendance is accurate and a detailed complaints procedure is now in place. The childminder shows a commitment to developing and improving her practice. For example, she has attended additional training courses to enhance the care and learning experiences she provides to the children. She is committed to ensuring that her service is inclusive for all families and she acts as a positive role model to children. However, opportunities for children to learn about their own and other people's cultures are less well planned, and resources are limited. The childminder demonstrates a positive attitude to liaising with professional agencies to ensure that children with special educational needs and/or disabilities are equally provided for. She has a positive attitude to developing and forming links with other providers to ensure continuity of care and learning for the children. However, systems, as yet, are not clearly established.

Partnerships with parents are good. The childminder works well with parents to ensure continuity of care and education is offered. For example, the childminder encourages parents to share what they know about their children, such as their interests and what they enjoy doing. This provides good opportunities for the childminder to plan for each child's learning and development. Parents receive detailed copies of policies and procedures. Although each child has their individual profile books with some photographic evidence of their time spent with the childminder, the childminder does not yet share these with parents effectively so that they can contribute to planning the next step in their children's learning. Parents have very positive views of the childminder and the service she provides. Written comments say that the childminder is 'approachable', 'clearly loves the

children' and 'is very accommodating of children's needs'. They also say the childminder is 'a kind, warm and generous person'.

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

Children are content and confident in familiar surroundings as the childminder is sensitive to their needs and interests. The childminder has formed strong, loving relationships with children and they interact positively with adults. She offers clear praise consistently and this encourages children's positive behaviour. As a result, children are at ease in the setting and clearly enjoy their time with the childminder. She has a secure understanding of the Early Years Foundation Stage as a result of attending relevant training. Flexible plans are in place to ensure that children receive a balance of adult- and child-led activities delivered through indoor and outdoor play. These are complemented with visits to the park to provide children with regular opportunities for physical exercise. Children's ability and involvement in different activities are observed and recorded using photographs of them participating in a stimulating range play and learning experiences. However, although it is evident the childminder knows children well, their next steps are not clearly recorded on observation records and it is not always clear how she incorporates children's learning priorities into individualised planning for children.

Children are very happy and secure and thoroughly enjoy the quality time the childminder spends playing with them. They are busy and curious and enjoy investigating and exploring the quality range of play resources that is available to them. The childminder skilfully recognises each child as an individual and provides activities to meet their specific needs. For example, younger children's fascination with toys which make a noise and are interactive has led the childminder to ensure these are easily accessible. Very young children are beginning to show an interest in books and the childminder provides simple 'lift the flap' picture books. She encourages the children to have fun by trying to find the pictures hiding under the flaps. This encourages children to investigate and explore, developing their natural curiosity as learners. A variety of creative activities promotes children's self-expression and gives them opportunities to explore their senses. Examples of this are when they manipulate play dough and explore paint and sand. Children are beginning to use their imaginations well in role play as they play with the dolls, having fun when taking them for walks in the pushchair. Children use information and communication technology to support their learning; for example, they enjoy exploring interactive resources which make sounds. Children behave well because the childminder sets realistic expectations and rules for them to follow, such as being nice to their friends and sharing the toys. Consequently, all children are happy and settled in her care. She praises and encourages positive behaviour and enthusiastically celebrates children's achievements; this helps to promote their self-esteem and confidence.

The childminder ensures that children receive the opportunity to benefit from fresh air and exercise daily. They love to play in the well-equipped garden on a daily basis. The childminder's flexible routine incorporates time for quiet play and rest, enhancing children's well-being. A varied and imaginative menu encourages

children to have a good awareness of healthy meal options and gives them the opportunity to try new food. The childminder sets an appropriate example as the children watch her clean her hands before she gives them their meals and snacks. Children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. They do not attend if they are sick, which enables the childminder to protect others from illness, and she discusses this with parents when they first come to see her. The childminder can respond appropriately if children have an accident as she is trained to administer first aid. All relevant documentation with regard to health, including specific dietary needs and consent forms, is in place and up to date. This positively safeguard 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>	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	3
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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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