

## Inspection report for early years provision

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<b>Unique reference number</b>	EY408387
<b>Inspection date</b>	02/11/2010
<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.

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## **Description of the childminding**

The childminder has been registered since 2010. She lives with her husband and five-year-old son in Sedgfield, Stockton on Tees. The home is close to local amenities, such as primary schools, shops and social groups. The whole of the ground floor of the house is used for childminding purposes. There is an enclosed rear garden available for outdoor play. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for up to five children under eight years at any one time. There are currently three children on roll and most are cared for on a part-time basis. There is one child on roll in the early years age range. The childminder is a member of the local childminder network group and the National Childminding Association and attends mother and toddler groups on a regular basis.

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

Overall the quality of the provision is satisfactory.

The childminder provides a warm, friendly and welcoming environment, where children are very happy and settled. She has developed strong relationships with parents to ensure all children are fully included and their individual needs are met. The childminder has a positive approach to developing the service she provides. However, systems for self-evaluation are not fully developed, which does not fully secure continuous improvement.

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

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

- update the record of risk assessment to include any assessments of risk for all outings
- develop further resources to promote children's understanding of different cultures
- develop further systems for self-evaluation to ensure continuous improvement
- improve systems for observation, assessment and planning to fully meet children's individual needs.

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

Children are safeguarded, as the childminder has a sound understanding of safeguarding issues and knows who to contact with any concerns. An emergency evacuation procedure is in place and regular fire drills are undertaken, which helps to protect children's safety. The childminder ensures that all areas of the home are safe places where children can play. Written risk assessments are in place, which

further helps to protect children's safety. Risk assessments are completed for outings by the childminder. However, not all outings are included in the record of risk assessment, which does not fully protect children's welfare. The childminder has a current first aid certificate and permission to seek emergency treatment or advice is in place, which enables the childminder to act quickly in the event of an accident.

The childminder has developed highly positive relationships with parents; these are well established ensuring each child's needs are met. A wide range of practical information is collected through the children's records and a daily two-way sharing of information keeps parents fully informed of their children's progress. Daily diaries also keep parents informed of children's routines and activities they have taken part in during the day. Parents state that they are 'delighted with care and the great progress their children have made'. They also comment that their children are 'cared for in such a positive and happy environment, developing children's confidence and would absolutely recommend her'. Currently children in the early years age range do not attend other settings, however the childminder, has a sound understanding of systems she would implement to promote children's learning and development.

Resources are good and support children's learning and development well. Children have independent access to activities and resources which enables them to make choices and decisions about what they do. Children are very happy and settled and have built strong relationships with the childminder. The childminder provides a welcoming environment for all children and their families. Some resources are in place to promote children's awareness of a diverse society. However, these are limited and do not fully promote children's understanding of different cultures.

The childminder is keen to develop her practice. She attends regular training and works with her mentor and local authority advisor to develop her knowledge and skills. She is a member of the local childminder network, sharing good practice, which enables her to promote outcomes for children. The childminder has started to use the Ofsted self-evaluation tool to evaluate the service she provides, however, strengths and weakness of the provision are not clear, which does not fully secure further improvements.

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

The childminder provides a secure environment to support children's learning and development. She has a sound knowledge of the learning and development guidance for the Early Years Foundation Stage. Sensitive observational assessment is undertaken to show how children are progressing towards the early learning goals. Although observations are used to highlight the next step in children's learning and development, these are not used to clearly plan to meet all children's individual needs.

Children feel safe and secure, and show a sense of trust. They confidently seek out

the childminder, sitting on her knee to read and share stories. They talk about the pictures and join in with stories. For example, they make the noises of the animals in the stories. This helps to develop children's interest in books and reading. Children enjoy finding their nose, eyes and feet as part of naming games. The childminder provides the appropriate support to enable children to complete simple number puzzles, which helps to develop their awareness of numbers. A suitable range of mark-making resources are available, enabling children to develop their early writing skills.

Children take part in regular fire evacuation drills and talk about road safety on outings; this develops their awareness of dangers and how to stay safe. The childminder encourages children to follow good personal hygiene routines and provides a wide range of healthy snacks. Drinks are freely available, which helps to keep children hydrated. Children enjoy walking in the local environment and regularly visit the local park and play area, enabling them to engage in a range of physical activities as part of maintaining a healthy lifestyle.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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

The quality of the provision in the Early Years Foundation Stage	3
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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	2
The extent to which children adopt healthy lifestyles	2
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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