

## Inspection report for early years provision

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<b>Unique reference number</b>	EY411157
<b>Inspection date</b>	08/12/2010
<b>Inspector</b>	Donna Lancaster
<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 was registered in June 2010. She lives with her two children aged ten and 14 years, in Hartlepool, County Durham. The house is situated within easy walking distance of local amenities, including schools and shops. The ground floor rooms are used for childminding. Children have access to a large rear garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time; of these, not more than three may be in the early years age range. She is currently caring for two children in this age group. The childminder 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 part 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 satisfactory.

The childminder cares for children in a warm caring environment. They are valued as individuals and settle quickly in her care. Appropriate relationships with parents ensure that the childminder is meeting the needs of all the children they are caring for. The childminder has a sound understanding of the Early Years Foundation Stage Framework and has begun to put systems in place to observe and assess children's progress. As a result, children are making satisfactory progress in their learning and development. The childminder is developing the self-evaluation process to ensure that she continually makes improvements to the service she provides.

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

To meet the specific requirements of the EYFS, the registered person must:

- improve the risk assessments so that includes information clearly stating when it was carried out, by whom, the date of review and any action taken following a review or incident. (Suitable premises, environment and equipment) 31/12/2010

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

- ensure regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved
- develop ways to help children begin to explore and question differences in ethnicity, religion, culture and disabilities

- promote effective continuity and progression by sharing relevant information about children's learning and development with parents and other provisions
- build upon the systems already in place for recording children's progress, including identifying children's next steps in their learning and linking these to individual planning.

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

The childminder demonstrates a sound understanding of the signs and symptoms of abuse, including procedures to follow should she have any concerns. Adult have completed suitable checks and visitor's identity is checked. This ensures that children are appropriately safeguarded in her care. The childminder has appropriate procedures in place to gather and record relevant information required in order to meet children's individual needs, such as children's details, consents and medication.

Relevant written risk assessments are in place to ensure children's safety, both indoors and outdoors and daily checks maintain a safe environment for children. However, records of when the risk assessment were carried out and by whom are not retained. A selection of policies and procedures are in place and implemented well, to promote the care, welfare and learning of all children.

The childminder is committed to developing the provision. Although she has only recently started caring for children, she has many realistic plans in place to improve the setting and outcomes for children. The childminder has attended some recent relevant training and is committed to attending further courses. She uses the new skills she has learned to inform and develop her practice. The childminder seeks feedback from parents through settling in questionnaires and she is beginning to use the Ofsted self-evaluation form to help her develop her practice. The childminder's home is welcoming to all, clean and maintained to a good standard. The indoor and outdoor environments are well-resourced. A range of accessible, good quality toys help to promote children's independence and give children opportunities to explore and discover new experiences. However, opportunities and resources to extend children's awareness of diversity and differences are limited.

Positive relationships are beginning to develop with parents. The childminder ensures that she has relevant information about children's personal care, and emergency contact details are in place. Parents are kept up-to-date about their child's care and daily activities through daily verbal feedback. However, the ongoing systems to effectively share information about children's learning and development with parents and other providers are not in place. This does not fully support continuity of learning and care for children. The childminder shares information and her policies and procedures with parents on a regular basis.

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

The childminder is warm and caring and children are happy and relaxed in her care. They have settled quickly and respond well to the childminder and her family. Children access the ground floor of the home which is well equipped with suitable age appropriate toys and play equipment. This environment enables children to independently access a good selection of play opportunities that support their progress in their learning and development. Because children have only attended for a short time the childminder is in the early stages of planning for their next steps in learning; however, some observations have already been completed and these are beginning to inform future activity planning.

Children are developing communication, literacy and language skills as they read stories and look at the pictures in the books with the childminder. They explore and know they can make different colours such as purple and brown as they mix the paints together. They enjoy painting pictures of flowers with the paint brushes. They experiment further with the paints as they paint their hands and make the petals on the flowers with their hand prints. Children discover and use a variety of technology in battery operated toys, such as computers and they are confident in using the hi-fi system to play their favourite songs and nursery rhymes. For example, they know which buttons to press to change tracks, turn the volume up and down and how to eject the CD's. This helps to develop children's skills for their future development. Children proudly show off how they learn to dance and talk about their favourite songs they like to listen and dance to. They thoroughly enjoy making 'cherry pizza' for tea, out of the play dough and talk about their family composition, the shapes, numbers and colours they are using as they glue felt pieces of shapes and people on to their pictures for their parents. Children make marks with their fingers as the paint and write their names on the pictures they draw. Children are developing their physical skills as they frequently go on regular walks in the community and dance and move to the music.

The childminder teaches the children the importance of personal hygiene and how all children have individual hand towels to reduce the risk of cross-infection. Children do not attend if they are sick. This enables the childminder to protect others from illness and supports children's good health. The childminder provides all meals for the children and has a suitable understanding of the importance of providing a healthy and balanced diet. Children are beginning to learn how to keep themselves safe, for example, they talk about road safety and stranger danger. However, children have not yet practised a fire evacuation of the premises. Therefore, children are not aware of how to get out of the house in an emergency. Children's behaviour is managed well by the childminder, who explains how she uses age appropriate techniques, such as discussion and distraction, as well as encouraging children to share with one another.

## 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	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

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	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