

## Inspection report for early years provision

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<b>Unique reference number</b>	EY414458
<b>Inspection date</b>	02/02/2011
<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 September 2010. She lives with her husband and their two children aged eight and 12 years, in Eaglescliffe, Stockton-on-Tees. The house is situated within easy walking distance of local amenities, including schools, parks and shops. The ground floor rooms are used for childminding. The main bedroom on the first floor is used for sleeping babies only. Bathroom facilities are on the ground floor. Children have access to a rear garden for outdoor play. The childminder is registered to care for a maximum of five children under eight years at any one time, of these, no more than three may be in the early year age range. She is currently caring for three 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 both the compulsory and voluntary parts of the Childcare Register. She has a National Vocational Qualification level 3 in Childcare and Education.

## **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 she is caring for. The childminder has a sound understanding of the Early Years Foundation Stage Framework. She 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 further improve the early years provision the registered person should:

- develop further opportunities for children to use their imagination and information and communication technology to support their learning
- develop procedures to promote reflective practice, self-evaluation and identify priorities for development to improve outcomes for children
- ensure the hearth is inaccessible to children
- promote effective continuity and progression by sharing relevant information about children's learning and development with parents
- 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 has a sound understanding of the signs and symptoms of abuse, including procedures to follow should she have any concerns. Adults have completed suitable checks and visitors identities are 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, parental consents and medication records. Relevant written risk assessments are in place to enforce children's safety, both indoors and outdoors and daily checks maintain a safe environment for children. However, these are not sufficiently robust as the fire hearth is accessible to children, which poses a risk to children's safety. A selection of policies and procedures are in place and implemented well, to promote the care, welfare and learning of all children.

The childminder demonstrates a sound vision of how she wants to improve the quality of her provision, including attending further training to develop her knowledge of recording observations, assessing children's learning and developing her planning. The childminder is beginning to self evaluate her provision. She regularly meets up with other experienced childminders to share good practice ideas. However, the systems for self evaluation are still in the early stages of development. The childminder has attended some recent relevant training and workshops. She uses the new skills she has learned to inform and develop her practice. The childminder's home is welcoming to all, clean and well maintained. The indoor and outdoor environments are suitably resourced. The childminder provides a suitable range of age-appropriate toys, including cars, jigsaws, books and dolls. Most toys are in stored in large boxes which the childminder puts out ready for children's arrival. This helps to develop children's independence and confidence in the setting.

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. She shares her policies and procedures with parents on a regular basis. Parents are kept up to date about their child's care and daily activities through daily verbal and written feedback. However, the ongoing systems to effectively share information about children's learning and development with parents are not in place. This does not fully support continuity of learning and care for children. Parents speak highly of the care their children receive and state that the childminder provides 'an excellent standard of services'.

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

Children are happy and settled in the childminder's care. Their individual routines are followed in line with their home routine which provides consistency of care. The childminder has a sound understanding of the learning and development

requirements of the Early Years Foundation Stage. She has begun to develop some systems for observing and assessing children's learning. However, these are still in the early stages of development. A suitable range of activities are provided for children throughout the day to support their learning. However, opportunities for children to enjoy early role play and the use of information and communication technology are limited.

Children go out regularly in the local area, for example, on walks to the library, shops and parks which help them gain a sense of the community in which they live. They watch the trains from the window and get very excited when they see one go past. Children begin to copy noises of train and familiar words during their play. A range of jigsaws and games helps children to begin to develop their problem solving skills. Young children's communication, literacy and language skills are developing well. They sit for extended periods of time independently engrossed in looking at the pictures in their favourite books. Children enjoy sitting with the childminder whilst she reads them stories. Children become very excited when lifting the picture flaps in one of their books. Early designing and making skills are evident as they join the train track together and build towers with their blocks. Children begin to count in everyday practical situations and compare and recognise simple shapes. This all helps children to begin to develop skills for the future. Children have some opportunities to be creative. They use knives and rolling pins to make shapes out of play dough and they paint and explore different textures, such as rice, jelly and water. They have regular visits to toddler groups in the local area where they have opportunities for physical exercise as well as developing their social skills and interacting with other children and childminders.

The childminder teaches the children the importance of personal hygiene and all children have individual hand towels to reduce the risk of cross-infection. A clear sickness and exclusion policy is shared with parents so that children do not attend if there are ill, which effectively minimises the chance of cross infection. Parents provide meals, snacks and drinks for their child, which are stored appropriately. Children are developing some awareness of how to stay safe as they practise the emergency evacuation procedures and learn about road safety when on outings. Children's behaviour is managed well by the childminder, who explains how she uses age appropriate techniques, such as discussion and distraction. Children further benefit from lots of encouragement and positive praise and attention, resulting in them being self-assured and confident.

## 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

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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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