

## Inspection report for early years provision

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<b>Unique reference number</b>	EY224779
<b>Inspection date</b>	02/03/2011
<b>Inspector</b>	Sharon Greener
<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 2002. She lives with her partner and child aged eight years. They live in the residential area Elwick Road in Hartlepool. The whole of the ground floor of the childminder's house is used for childminding. There is an enclosed garden for outdoor play. The childminder is registered on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children aged under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. There are two children on roll aged five to over eight years. The childminder cares for children all week from 7am to 6pm for 48 weeks of the year. Links are made with others delivering the Early Years Foundation Stage.

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

Overall the quality of the provision is satisfactory.

Children and parents are recognised as individuals and welcomed into an inclusive environment. The childminder builds suitable links with parents and other providers to support children's learning. Children have access to a good range of resources and make good progress in their learning and development. However, resources provided do not evenly promote the different aspect of diversity. The service, care and education provided are evaluated suitably and identify most area for development to support continuous improvement. The required documentation is in place.

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

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

- develop further systems of planning and review, informed by accurate record keeping, including information on children's learning progress and the Early Years Foundation Stage profile
- extend children's access to resources to raise their awareness of diversity regarding disability and gender.

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

The childminder has a suitable understanding of how to safeguard children from harm. Parents are informed of the safeguarding procedures during the induction process. Security of the premises is appropriately maintained and procedures for the collection of children are satisfactory. The childminder completes a visual risk assessment of the facilities and resources at the start of each day. An annual risk assessment is conducted and a record kept. Appropriate safety equipment is provided. Suitable steps are taken help to minimise or remove risks to children.

The childminder has a sound understanding of relevant policies and procedures; for example, those regarding a lost or uncollected child. The required documentation is in place and is suitably maintained. The childminder has a satisfactory understanding of how to manage a complaint. Parents are informed of the procedure and provided with Ofsted contact details. Suitable systems are in place to monitor and evaluate the quality of service, care and education provided. This childminder is able to identify most areas for further development satisfactorily to support continuous improvement.

Space is used well and provides children with access to a good variety of resources and learning opportunities. They are able to select their own resources with ease within the constraints of safety. This enables them to make choices about their play and promotes their independence and decision making skills. The childminder helps raise children's awareness of diversity and the wider world satisfactorily and provides a satisfactory selection of activities and resources to allow them to develop a positive understanding of such matters. However, not all aspects of diversity are represented equally. For instance, resources to help promote positive images of gender and disability are few. Suitable systems are in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder recognises the importance of liaising with others delivering the Early Years Foundation Stage to support children's continuity of learning. At present none of the children on roll attend another setting. However, the childminder has made suitable links with other early years practitioners at the local school which older children attend. Systems are in place to enable the exchange of pertinent information about children to support their continuity of learning should this be necessary. Induction procedures are good. Children's introduction into the childminder's care is managed well through a series of visits to her home. These visits provide opportunities for all parties to gradually become familiar with each other and children settle well. Relevant information is obtained from parents about their children's starting points. This allows the childminder to build a sound understanding of their initial needs and capabilities. Appropriate relationships are forged with parents and feedback is complimentary. For example, as reflected in a letter written by a parent that states: 'You teach my child so much and you have a lovely kind nature'.

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

The childminder shows a satisfactory understanding of the Early Years Foundation Stage and makes positive use of it to support her practice. Effective induction procedures allow the childminder to obtain relevant information about children's starting points. She ensures that ongoing communication with parents and children keeps her well informed of children's needs. The childminder makes good use of observations to monitor and assess individual children's abilities and stage of development. Some basic details about children's learning are recorded, though the vast majority of information is retained mentally by the childminder. She is able to identify the next step to take to support each child's learning. For instance, the childminder is currently encouraging young children to develop their independence and self help skills. There is a good range of adult-led activities to complement

children's self chosen play, such as, story telling and additional creative activities and outings to places of interest. For instance, children visit local parks, the beach, a children's farm, museums and indoor soft play facilities. Each Monday children attend a story and song activity at the local library. Through these outings children have opportunities socialise with others and to develop their knowledge of the local community and the natural and wider world. Parents are informed of their children's favourite activities and current interests. For example, a young child's current interest in books. This allows them to support their children's learning at home.

Appropriate use is made of questions and discussions to promote and enhance children's learning. For example, a young child talks in short phrases to the childminder and is encouraged to repeat key words and to name items. During play the childminder counts items and names colours and a young child listens and attempts to repeat the numbers and words. The childminder makes good use of the opportunity to introduce new words to the child. This helps to reinforce and extend children's language and vocabulary skills. Mathematical concepts such as colour, shape, size and numbers are well promoted through every day tasks and play activities. For example, a young child enjoys completing a shape sorting puzzle and is able to match colours as they do so. Children's personal, emotional and social development is effectively nurtured. Warm, close relationships are evident between the childminder and the children for whom she cares. Children turn to her for guidance and interact affectionately with her. The childminder makes enthusiastic use of praise to recognise children's abilities and efforts; for instance, a young child's ability to operate an electronic toy car unaided. This positive reinforcement helps nurture their confidence and self esteem. Suitable use is made of age appropriate behaviour management techniques to manage children's behaviour. All children receive praise in recognition of their positive behaviour. This helps to promote and reinforce such behaviour. Distraction tactics are used with very young children and explanations and reminders of ground rules with older children. Children respond positively and are well behaved. The childminder helps children gain a suitable awareness of safety matters which are age appropriate. She talks to them about road safety, stranger awareness and the safe use of resources. This helps keep them safe.

Parents are consulted in detail regarding any dietary or medical needs their children may have and pertinent information is recorded. Healthy eating is well promoted and children are offered a variety of nutritious meals and snacks. Children have access to fresh drinking water and other suitable drinks are provided throughout the day. Babies are fed in keeping with their individual routine. All children are able to rest and sleep in accordance to their own needs. Hygiene standards are good. The childminder presents as a positive role model to children and encourages them to adopt appropriate hygiene practices to promote and preserve their welfare. Familiar routines help to reinforce good practice, such as, hand washing at appropriate times. The childminder has a suitable understanding of relevant policies and procedures and this helps to promote and preserve children's health and welfare. She recognises the benefits children gain from an active lifestyle and a healthy diet. Children have daily opportunities to take part in physical play activities both indoors and outdoors. A good range of resources are in place to allow them to test and refine their physical skills. For example, a young

child is able to use their feet to propel themselves along the ground when riding on a toy aeroplane and enjoys throwing and catching a ball during a game with the childminder.

## 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	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>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provide a written safeguarding children from harm policy to ensure parents are aware of the procedure (Arrangements for safeguarding children) 09/03/2011
- provide a written complaints policy to ensure parents are aware of the procedure (Procedures for dealing with complaints). 09/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provide a written safeguarding children from harm policy to ensure parents are aware of the procedure (Arrangements for safeguarding children) 09/03/2011
- provide a written complaints policy to ensure parents are aware of the procedure (Procedures for dealing with complaints). 09/03/2011