

## Inspection report for early years provision

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<b>Unique reference number</b>	305830
<b>Inspection date</b>	15/03/2011
<b>Inspector</b>	Karen Tervit
<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 December 2000. She lives with her husband and two sons, who are aged 15 and 11 years, in the Ingleby Barwick area of Stockton-on-Tees. Children have the use of the ground floor, a bathroom and bedroom on the first floor and an enclosed rear garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years of age, of these, not more than three may be in the early years age group. She is currently caring for four children in the early years age range on a part-time basis. She also offers care to children aged five to 11 years. She is a member of the National Childminding Association and Yarm Childminding Group.

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

Overall the quality of the provision is good.

The childminder promotes an ethos where children are valued as individuals, providing a welcoming service to all. Children take part in a wide range of activities and outings that help them to make good progress in their learning. Good partnerships are in place with both parents and other providers of the Early Years Foundation Stage. Overall, the childminder is beginning to monitor and assess children's progress. Self-evaluation is in place and the childminder demonstrates a good capacity to maintain continuous improvement.

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

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

- continue to build upon the systems already in place for recording children's progress, including matching observations to the expectations of the early learning goals and identifying learning priorities
- ensure the space used by children gives scope for free movement and well spreadout activities.

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

Children are well safeguarded. Suitability checks have been completed on adult family members, who live at this address and who may come into contact with the children. The childminder has a good understanding of the local safeguarding procedures and has undertaken additional training to raise her knowledge. Risk assessments are well considered, both in the home and on outings, helping to keep children safe in all activities. Children are always well supervised in their play, while being actively encouraged to develop safe levels of independence. Good

procedures are in place to gather and record information in order to meet all children's individual needs. This ensures children are valued equally and fully included, and helps them to settle quickly. The childminder has completed an appropriate first aid course and adheres to her policies for dealing with accidents and the administration of medication to safeguard children's welfare.

The recommendations made at the last inspection have been positively addressed. The childminder has also completed several training courses since the last inspection to update her childcare knowledge. She regularly meets with other childminders to share good practice. The childminder uses self-evaluation effectively to further enhance practice and prioritise areas for development. On the whole appropriate use is made of space and resources to promote care and learning. A wide range of toys and resources are easily accessible to children which helps to promote their independence. However, occasionally the floor becomes cluttered which inhibits children's ability to move around freely. All children are supported to engage in all activities as an effective method to challenge stereotypes and promote equality. Although no children with special educational needs and/or disabilities currently attend the setting, the childminder demonstrates a positive attitude to working with parents and taking steps where appropriate to ensure that all children are fully included at the setting.

Parents are provided with good quality information about the childminding service. The childminder very much values and respects their input. Daily diaries are available. The childminder has been proactive in establishing good links with the local school and nursery which the children attend. This enables her ensure children's progression and continuity of their learning and care.

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

Overall, children are happy and familiar with the setting. They are able to access their comforters at all times to help them settle. The childminder values each child and makes them feel good about themselves by frequently providing positive support, praise and encouragement. Children are making good progress towards the early learning goals. The childminder uses the Early Years Foundation Stage practice guidance to help her to plan, and provides activities that will promote children's learning and development. She ensures that she covers all areas of learning and offers children a wide range of exciting activities and outings, taking into account their daily needs and interests. Observations of children are carried out so the next steps for their learning can be identified. However, systems for assessing children's learning have not yet been fully implemented to enable her to track children's progress, and to also help with future planning.

The youngest children are beginning to play alongside each other, and as they get older enjoy each others company. With good support from the childminder they are learning about the importance of sharing and taking turns. Attendance at local groups also helps to develop their social skills. Children take part in an exciting range of outings to places such as the local woods, railway museum, nature

reserve and soft play. Their independence is developing well, for example, as they feed themselves snacks, and as they get older, they manage their personal care. Children enjoy exploring the toys as they post shapes into the shapes sorter and play with the plastic bricks. Children develop their standing skills as they pull themselves up against the sturdy kitchen and play with the food. They take part in a wide range of activities to help them celebrate festivals such as Easter and Chinese New Year. Children thoroughly enjoy pressing the buttons on toys and moving to the music and sounds they make. Children use their imagination well as they dress up as 'superheroes'. Older children take their own photographs. Children are active and gain confidence in what they can do with their bodies as they pedal, propel toys with their feet, push and pull toys, climb, throw and attempt to catch balls. This helps children to develop appropriate physical skills and a positive sense of well-being.

From an early age the childminder introduces children to learning about danger and how to assess risk. Young children are beginning to understand why boundaries exist, for example, they are sensitively reminded not to climb on furniture and not to throw toys. They learn about fire safety and road safety appropriately. Parents provide children's meals and they have free access to drinks so that they can help themselves when they are thirsty. High standards of cleanliness are maintained throughout all childcare areas and the childminder encourages children to adopt good hygiene practises, such as, washing their hands before meals. The childminder acts as a good role model. For example, she wears gloves when changing nappies.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	2
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	2
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	2
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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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