

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY429477        |
| <b>Inspection date</b>         | 24/11/2011      |
| <b>Inspector</b>               | Lindsey Pollock |
| <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 May 2011. She lives with her husband, their adult daughter and her partner in Hartlepool. The whole of the ground floor and the first floor bathroom of the childminder's house is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered by Ofsted on the Early Years, and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years at any one time, of whom no more than three may be in the early years age range. There is currently one child on roll in this age group who attends on a part-time basis. The childminder has a level-three childcare qualification and is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder is a qualified, experienced practitioner. Children are happy and enjoy their time with her. She successfully promotes their welfare and learning and development, in line with the principles, practice and requirements of the Early Years Foundation Stage. Effective systems are in place for self-evaluation and monitoring. The childminder is committed to developing the quality of her childminding service. She is beginning to use self-evaluation to help enhance children's care and experiences. Consequently, there is a good capacity to maintain continuous improvement of the provision.

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

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

- develop partnerships with other providers of the Early Years Foundation Stage to support children's development and promote continuity in learning
- develop use of the self-evaluation form and quality improvement processes as the basis of ongoing internal review - assessing what the setting offers against robust and challenging quality criteria.

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

The childminder completes safeguarding training on a regular and frequent basis to ensure she has up-to-date knowledge of how to protect children. She is fully aware of her responsibility to ensure all children are protected and kept safe. Checks have been completed on all household members to ensure they are suitable to be in regular contact with children, and anyone who has not been checked is never left alone with the children. Risk assessments are thorough to

identify potential dangers in the home and on outings, and good steps are taken to reduce these risks. Documentation is very well organised to ensure the safe and efficient management of the setting. The required registration and first aid training has been completed.

The childminder demonstrates a good capacity to continually improve her practice. She completes regular training and has done so throughout her childcare career. Since registration she has attended several courses, including food hygiene and safety, first aid, and general practice training. She evaluates the provision through constant monitoring of activities and by seeking parent's views through daily discussion. She is beginning to use a self-evaluation form to help in this process, but as yet, this is not effectively helping her to identify further areas for development. Her home is welcoming and a good range of resources are easily accessible to children. This enables them to select toys and activities independently. Toys and equipment are of good quality and are kept in a clean, safe condition. Children are valued as individuals and their likes and dislikes are considered when planning activities.

Partnerships with parents are relaxed and friendly. Information is shared verbally on a daily basis so that children's needs can be met. A daily diary is also maintained so parents are fully informed about what children have done whilst with the childminder. The childminder fully respects parent's wishes for their child's care and ensures she abides by these. Although the childminder is aware of the requirement to establish links with other providers to ensure progression and continuity of care and education, she has not yet fully established these partnerships.

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

The childminder is motivated and enthusiastic about her work with children. She has a good understanding of the Early Years Foundation Stage and is experienced in planning activities to support this. She recognises that children need to relax after a busy day and provides a wide range of activities which they are free to choose from. Systems for observation and assessment are in place and are effective to maximise children's progress towards the early learning goals. The childminder is warm and caring and good relationships are evident.

Children are confident and enjoy the company of the childminder and her family. They are beginning to understand about sharing and turn taking as they play 'snap' and other games. Children's communication, language and literacy skills are good. They successfully sound out the letters as they write their name and enjoy looking at the books. They are very independent and are able to put on their own coats and shoes without help. Their confidence and competence in problem solving, reasoning and numeracy is developing well. They successfully engage in games, such as number snap, quickly recognising the numerals on the cards. They love nature and are constantly asking questions about why things happen. For example, why the leaves are dropping from the trees. Children have access to resources, which depict positive images of diversity. This helps to raise their

awareness and appreciation of the diverse world in which they live. They behave well and have lovely manners, remembering to say 'please' and 'thank you'. They help to tidy up, for example, picking up the pieces of paper that have dropped on the floor when they are cutting out. They are developing good pencil control which they demonstrate as they draw around shapes and write their name.

Good standards of cleanliness and hygiene are maintained throughout all areas. Children know when to wash their hands and do this independently. Pictorial prompts are displayed to remind them should they forget. They know about the importance of cleaning their teeth which they do after they have eaten. Snacks and meals are healthy and nutritious and children know which foods are good for them. All children show a strong sense of security and feel safe within the setting. They follow established rules for behaviour, for example, sitting down when eating, and know that they must hold the childminder's hand when out walking. Evacuation drills are carried out when children are present. Consequently, they are clear about what they should do if a situation was to occur.

## 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

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|--|---|
| <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

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|--|---|
| <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  | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| 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

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|--|---|
| <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**

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| 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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