

## Inspection report for early years provision

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<b>Unique reference number</b>	EY430219
<b>Inspection date</b>	14/12/2011
<b>Inspector</b>	Janet Fairhurst
<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 2011. She lives with her husband and their two children aged 10 and seven years in Stockton-on-Tees. Most of the house is used for childminding. Children play on the ground floor and may use the two smaller bedrooms. The garden is available for outdoor play. The family has two dogs.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding eight children, of whom three are in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder holds an early years qualification. She collects children from the local school and goes to the toddler group regularly.

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

Overall the quality of the provision is good.

Children settle easily in this relaxed and welcoming home, where they are kept safe and secure. Their individual needs are met because the childminder knows them well and uses sensitive observations of their play and learning to plan for their progress. Partnerships with parents and others are good. The childminder has started to use the self-evaluation process to assess her practice and has a firm commitment to further improve and develop 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:

- improve observations and assessments records by recording how children's next steps have been addressed.

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

Children are effectively safeguarded from the risk of abuse or neglect because the childminder and members of her household have had the necessary checks carried out. She has a clear policy on safeguarding and is aware of her responsibility to refer any concerns she may have about children's welfare. Children are cared for in a safe and secure environment. Detailed risk assessments have been carried out on all areas of the property and a separate risk assessment is carried out for each type of outing. In addition, thorough daily checks take place to ensure that the environment is safe. Pets are managed in such a way as to pose no health and safety risks to children. For example the dogs have a specific area of the garden sectioned off and children are closely supervised if they do come into contact with the pets. Fire prevention equipment is present and tested frequently. A fire

evacuation is practised to ensure that the childminder and the children know what to do in the event of a fire or emergency. The childminder works to provide an enabling and inclusive environment and she makes parents and their children feel welcome. Her home is well organised with good access to resources that meet the needs of all children. The good range of play equipment is well maintained, suitable for the ages of all the children attending and offers interesting variety.

The childminder is committed to working in partnership with parents and her professional manner helps her to build strong relationships. Parents are kept well informed about all aspects of their children's achievements and well-being. For example, the childminder takes time to text and send picture messages to parents so they can share in their child's achievements or special moments. The childminder gathers relevant information in order to meet children's welfare needs, for example children's starting points, diet and medical needs. Parents are made aware of their children's development file, and arrangements are in place for parents to access them and discuss their children's progress. Written comments made by parents convey their utmost satisfaction with the care provided. The childminder has made good progress with regard to working with others and the links forged with the local nursery are complementing children's learning well.

Effective self-evaluation and monitoring, which takes into consideration the views of parents, enables the childminder to identify ways to bring about sustained improvement. For example, she has close links with fellow childminders and welcomes advice and guidance from the local authority development worker which in turn helps to improve outcomes for children.

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

The childminder has close and loving relationships with the minded children and they are clearly settled and confident in her care. She has a good knowledge of the learning and development requirements of the Early Years Foundation Stage which she uses well to guide her in assessing children's capabilities. This ensures that she offers each child an enjoyable and challenging experience across all areas of learning. Systems used to observe, assess and evaluate what children know and can do are developing well. Each child has an individual development file which contains narrative observations linked to the areas of learning and is supported well by photographs and children's own creative work. The childminder uses the information gained from her observations to identify the children's next steps. However, the records do not show how the childminder has tracked the next steps identified in children's learning in order to monitor their progress over time.

The childminder supports the development of children's language well. She actively engages children in conversation and talks to them about recent events encouraging them to recall and describe what they have done, or what they are going to do. Children's literacy is enhanced further by their visit to the local library. Opportunities for children to draw, write and make marks are provided on a regular basis which helps to promote children's pre-writing skills. Children become familiar with numbers and counting as the childminder counts with them as they

carry out routines of the day. For example, as the children help the childminder to dress the baby she encourages them to count the buttons on their clothes. Jigsaw puzzles, construction and shape sorters help children to become familiar with shapes and problem solving. Children enjoy a variety of creative activities, such as painting, drawing and model making. Each child has their own drawer where they can put their personal belongings or their drawings that they want to take home. This helps to instil a sense of belonging. Children really enjoy singing demonstrated beautifully as they sing along with the almost life-sized musical Father Christmas.

Children learn about the world around them through regular visits and outings, for example to the library or the local shops. Older children become familiar with information technology as they use a digital camera to take photographs and, together with the childminder, work out how to record their voices and make a video of them singing. Younger children show their interest in more interactive toys, such as the musical play mat and activity table. Interesting activities keep the children motivated and involved and offer them lots of scope in which to have fun and enjoy themselves. For example, during a recent outing the children collected fallen leaves and twigs which they used to create a collage picture. The activity allowed children to express their creativity and enabled the childminder to extend their learning identifying colour, shape and pattern. Independence skills are promoted well as the children move around freely, select items to play with, and where appropriate, attend to their own personal needs, such as visiting the toilet. Children develop skills of coordination and control as they play in the garden or visit the local park and soft play venues to play on larger equipment.

## 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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