

## Inspection report for early years provision

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<b>Unique reference number</b>	EY431249
<b>Inspection date</b>	24/02/2012
<b>Inspector</b>	Vivienne Dempsey
<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 two children aged five and eight years in Stockton-on-Tees. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children are very happy and settled in the childminder's care. The childminder has developed systems to observe children's progress and development. However, systems for summative assessment are in the early stages. She keeps parents informed about what their children are doing and obtains information about their needs and routines. The childminder works closely with the local authority advisor and attends training to develop her knowledge and skills. She is also keen to develop the service she provides and systems are in place to highlight areas for improvement.

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

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

- develop systems for summative assessment to clearly show how children are progressing to the early learning goals
- register with the local authority health department to further promote children's good health.

## **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 has a clear and detailed policy which explains her responsibilities. She has completed safeguarding training and has a good understanding of the procedures to follow if she has any concerns. She has all the necessary information to be able to take the appropriate action if necessary. Children are cared for in a safe and secure environment. Risk assessments have been completed for the home, garden and outings. The childminder conducts daily checks to ensure that the environment is safe for children. Records are well maintained and protect the

welfare of children very well. For example, attendance, medication and accident records are accurate and parents sign to acknowledge entry, keeping them informed at all times. The childminder has completed food hygiene. However, she had not registered with the relevant Local Authority Environmental Health Department.

A good range of resources are freely available to all children, giving them choices about what they do. This helps to develop their confidence within the setting. Resources are appropriate to children's stage of development and interests, which helps to promote their learning and development. Currently, no children attend the setting with special educational needs; however, the childminder has good systems in place to ensure children's individual needs are well met. The childminder has a wide range of resources and activities available to promote children's awareness of equality and diversity, which helps to promote children's awareness of other cultures and differences.

The childminder works closely with the local authority advisors and has future plans to attend relevant training to develop her knowledge and skills. Systems for self-evaluation are being developed to drive future improvement and the Ofsted self-evaluation form is used to highlight strengths and weaknesses. This ensures outcomes for children are promoted well. The childminder has developed positive relationships with parents. There is a regular exchange of information, keeping them well informed of how well their children are achieving, their well-being and development. For example, observations of children's learning are shared with parents, keeping them informed of their child's development. Parents comment that they are 'really pleased with her service and children have settled really well and makes it easier for us to go to work.' The childminder has started to develop links with the local schools and nurseries. She demonstrates a good understanding of the benefits of sharing relevant information with other practitioners to ensure continuity and coherence.

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

The childminder has a good understanding of the Early Years Foundation Stage, which enables children to make good progress. Systems for observations and assessment show children's progress in their learning and development. The childminder knows the children very well and plans a stimulating and interesting learning environment to meet children's needs and interests. Next steps are highlighted and linked to planning, which promotes children's learning very well. However, systems for summative assessment are still in the early stages.

Children are well behaved, this encouraged by the childminder who is a positive role model and creates a calm and positive environment by listening to and praising the children. Young children enjoy sorting a variety of shapes, the childminder provides the appropriate amount of support and encouragement to help them to match all the shapes. They have great fun manipulating dough, squeezing it and squashing it with their hands. Children enjoy playing with a range of cars. The childminder helps them to count them and then use the large fire

engine's ladders as a slide for the cars and children show great excitement as they learn the cars go faster if they hold the ladders higher. This helps to develop young children's problem solving skills. The childminder provides a range of mark-making resources to help develop children's early writing skills. Children enjoy dancing and making sounds to familiar rhymes and songs. This helps to promote their language, literacy and communication skills, as well as developing their physical skills.

Warm and caring relationships with the childminder help children to feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through routines, such as, practising the fire evacuation procedures. Good hygiene practices across the provision help to minimise the risk of spreading infection. For example, children use paper towels to dry their hands. The childminder ensures the premises are clean and well maintained. She also provides individual changing mats for each child, these are wiped before and after use with antibacterial wipes. This further protects children's welfare. Children learn the importance of good personal hygiene habits, such as washing their hands before snacks and meals. Fresh drinking water is freely available during the day and healthy snacks are also provided. This helps promote children's understanding of healthy foods, whilst helping to keep them hydrated and nourished. Children regularly visit local parks and play areas, which, helps develop their physical skills.

## 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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