

## Inspection report for early years provision

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| <b>Unique reference number</b> | 312669          |
| <b>Inspection date</b>         | 22/03/2012      |
| <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 has been registered since 1990. She lives with her husband in Middlesbrough, close to local amenities. Children have use of the ground floor of the property and there is an enclosed garden for outdoor activities. The family has a pet dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage, both of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder is a member of the National Childminding Association and the Middlesbrough Childminder Network. She has a relevant childcare qualification.

## **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 settled and obviously enjoy their time with her. She treats each child in her care as a unique individual, and works effectively with parents to ensure their needs are met. Her good understanding of the learning requirements of the Early Years Foundation Stage enables children to progress successfully towards the early learning goals. The childminder is committed to developing the quality of her childminding service. 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:

- record risk assessments connected with individual venues and review these at regular intervals
- use self-evaluation and quality improvement processes more frequently 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 sees children's safety as a priority. She has a good understanding of the potential signs of child abuse and has her local authority procedures to follow should she need to report concerns. Detailed policies, including a complaints procedure, are given to parents to make them aware of her responsibilities for

safeguarding the children. All adults living in the home have had the necessary checks to assess their suitability to be in the proximity of minded children. Detailed and effective risk assessments are carried out on all aspects of the childminder's home in order to identify and minimise potential hazards. The childminder makes sure children are safe when on outings and attending different groups. However, she does not keep a record of the potential risks to children associated with individual venues that are visited. Although very young, children are learning to be safety conscious. For example, the childminder discusses road safety when on outings and includes them in emergency evacuation practises. Documentation is very well organised to ensure the safe and efficient management of the setting. The required first aid training has been completed.

The childminder is committed to building upon her existing good standards. She enjoys attending training courses as she recognises how continuous improvement benefits the children, as well as her personal development. Recommendations made at her last inspection have been met and help to safeguard children fully. She consults fully with parents and seeks their views on a daily basis and through occasional questionnaires. She has completed a self-evaluation form reflecting on her practice in all areas, although this has not been updated to show an ongoing review of her practice. The childminder's home provides a safe, clean and nurturing environment for children. A good range of fun and stimulating resources are easily accessible to promote children's independence. All the toys and equipment are clean and in good condition. The childminder welcomes all children into the setting. She provides children with a warm and comfortable environment, where they feel safe and secure and their emotional needs are well met. The childminder demonstrates a good understanding of inclusive practice and encourages children to be fully involved in all aspects of their play and learning. As a result, children are well motivated and are gaining in confidence. They learn about differences and valuing others as they take part in the range of activities provided.

The childminder works well with parents. She shares her policies and procedures and keeps parents informed about children's routines and the activities they have enjoyed. Parents speak highly of the provision including comments, such as, 'I am really pleased with my child's progress, she is always happy to come to the childminder'. Children do not attend any other settings, but the childminder has a good understanding of the requirement to establish links with external agencies and other providers to ensure progression and continuity of care and education.

## **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. This helps the children to make good progress across all areas of learning. Play opportunities are provided at home and also within the wider community so that all aspects of children's learning are promoted. Her observations of children and the next steps for their learning are identified and

clearly documented in individual learning journals. These track children's progress and provide an account of the busy and fun days the children experience whilst with her.

Children's social skills are developing well. They play alongside each other at the childminder's home and with larger numbers of children when they attend sessions at community groups. They sit sociably together as they eat their lunch and snacks throughout the day. Children have good self esteem. They smile happily when the childminder praises them and proudly look at photographs of themselves. They have access to a very good range of books which they love to look at with the childminder. They make the animal sounds relating to the pictures and skilfully turn the pages over. Their speech is developing very well and they chatter happily as they play and converse with their peers and with adults. Children go on many outings both in the local community and further, including special trips to parks and the forest school. This provides them with additional learning opportunities and helps them become familiar with the world in which they live. They behave well and even though very young already have lovely manners and often say 'please' and 'thank you'. Children use their senses to explore materials and objects using sand and water, and during messy play activities. Photographs show the delight children feel as they engage in the many creative activities. The childminder treats each child with warmth and kindness. They demonstrate their closeness to her by welcoming her interaction with them, and willingly sitting on her lap for a cuddle. They also very much enjoy the company of her family including her friendly, well behaved, dog.

Good standards of cleanliness and hygiene are maintained throughout all childminding areas. This helps to reduce the risk of cross infection. Personal hygiene skills are promoted as children become familiar with the routine of hand washing before meals. Most food is currently provided by parents, but the childminder does provide healthy and nutritious snacks and children are beginning to recognise which foods are good for them.

## 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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