

## Inspection report for early years provision

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<b>Unique reference number</b>	402997
<b>Inspection date</b>	15/10/2009
<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 has been registered since 1990. She lives with her husband in Stocksfield. The whole of the ground floor is used for childminding. Toilet and hand washing facilities are on the first floor. An enclosed rear garden is available for outdoor play. There are schools, pre-schools and toddler groups within the local area, as well as parks, shops and local amenities.

The childminder is registered to care for a maximum of six children under eight years at any one time. She is currently caring for ten children, of whom, five are in the early years age range. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The family has a cat and two rabbits.

The childminder is a member of the National Childminding Association. She takes children to, and collects them from, nursery or school. She also takes younger children to toddler groups.

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

Overall the quality of the provision is satisfactory.

The childminder demonstrates a sound understanding of the requirements of the Early Years Foundation stage (EYFS). She supports children's individual needs, providing an inclusive service where a variety of activities are offered that children enjoy. As a result, children are making appropriate progress in their learning. The childminder works closely with parents. She has developed good links with other EYFS providers, establishing an effective partnership with them. Systems to effectively assess the provision are yet to be established.

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

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

- further develop the systems to carry out observation of children on a more regular basis, using the information gained to help identify children's next step in their learning and which also enables parents to contribute to the observation and assessment process
- develop methods of self-evaluation to maximise targets for future improvements, for example, by using the Ofsted self-evaluation form.

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

The childminder has developed some policies that underpin the service provided and these are shared with parents. She has a secure knowledge and understanding of recognising the signs and symptoms of possible abuse and is confident about her responsibility to protect children from harm and neglect. All

required documentation is in place to support children's health and wellbeing. Her risk assessment record covers the areas children have access to and risks are identified for different outings. The childminder is aware of the procedures to follow if there is an accident or a child requires medication. Good procedures are in place to protect children in the event of an emergency. There are clear plans for emergency evacuation, which show how the premises would be evacuated and these are practised with the children.

The childminder has created a homely, inclusive environment where children and their parents feel welcome. She ensures that children feel valued and included and is always close by to provide appropriate support during activities. The premises are well organised to support children in becoming independent learners and to provide good space to play. Resources are set out for children to choose from, are in good condition and appropriate to children's ages and stages of development.

The childminder collates appropriate information from parents which enables her to have some awareness of children's starting points in their learning and development. She liaises regularly with parents about routine activities and how children are progressing. The childminder has begun to record some observations of children as they play. However, the observations parents make at home are not used to contribute to this process. Parents are happy with the care provided and comment about how the childminder understands their needs and her ability to provide a warm and secure place for their children. Effective links with other providers of the EYFS have been established, consequently, there is good continuity of experiences for the children between settings. Recommendations made at the previous inspection have been successfully addressed, for example; she has improved documentation relating to the recording of any treatment given after accidents and has developed her knowledge of child protection issues. This has a positive impact on children's overall safety and well-being. The childminder is yet to develop self-evaluation systems that help her clearly identify the strengths and weaknesses of the provision, so that areas for improvement are identified and acted upon to continually improve outcomes for children.

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

Children are happy, confident and well settled in the childminder's home. They are making sound progress across all areas of their learning and development as they are well supported by the childminder who has a suitable understanding of the EYFS. The childminder observes children as they play and knows the children well. She has started to record some of the observations of children's achievements and is beginning to link them to the areas of learning. However, she is not yet identifying individual children's next steps in their learning and as the recorded observations are not carried out on a regular basis it is difficult to effectively measure children's progress. The childminder provides lots of positive interaction and encouragement during activities so that children feel secure and confident to make their own choices from the resources provided.

The childminder joins in with children's chosen activities and shows children they

are valued and important to her by praising them and making sure their ideas are acknowledged. For example, the children asked the childminder if they could brush her hair and then they wanted to put hair curlers in. The childminder ensured that all children were able to participate in this activity which they all enjoyed, relishing the close interaction. The childminder supports young children in their efforts to communicate and learn new words. She models the use of language talking through activities and naming things the toddlers see and hear. Regular opportunities are provided for children to draw and paint helping them develop pre-writing skills and increasing their confidence in this area. The childminder encourages their interest in books, sitting with them to read stories and talk about the pictures. Children's fine motor skills are developing as they practise mark making, cutting with scissors and completing puzzles.

Children develop their physical skills as they can move freely within the home and can use physical play equipment in the garden and at the local park. Age-appropriate methods, such as discussion and distraction along with clear and consistent boundaries, are used to promote children's behaviour, as a result, children are very well-behaved, polite and happily engaged. Children are protected in the event of an accident because the childminder holds a current first aid qualification. They are safeguarded in the home as the childminder maintains good levels of supervision. Children practise regular fire drills and road safety. This contributes to children developing a sense of danger and how to keep themselves safe. The childminder encourages children to wash their hands at appropriate times helping to develop good personal care routines. The childminder works with parents to make sure that children benefit from a healthy diet and have access to drinks throughout the day.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met