

## Inspection report for early years provision

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<b>Unique reference number</b>	401271
<b>Inspection date</b>	30/11/2009
<b>Inspector</b>	Linda Cook

<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 1992. She lives with her husband and their three sons aged 11, 18 and 21 years. They live in a semi-detached house on the outskirts of Scarborough. All local amenities are within walking distance of the property. The whole of the ground floor of the house is used for childminding; children only use the first floor to access the bathroom. There is a fully-enclosed garden available for outside play.

The childminder is registered to care for up to six children under eight years. Currently there are seven children in the early years age range on roll, who attend a variety of part-time sessions. Older children are also cared for. There are links with local schools, nurseries and pre-school groups; children are taken and collected. Children are transported by car with parents' permission. The childminder is an active member of the local childminding group.

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

Overall the quality of the provision is good.

The positive relationships developed with parents are a key strength of the setting and ensure the childminder has a very good knowledge of each child's needs. She is highly motivated in her work with the children and uses self-evaluation effectively to evaluate and assess the quality of her work and outcomes for children. The childminder is an experienced child carer and she attends regular training to ensure her knowledge is kept up to date. All children enjoy their increasing knowledge, skills and confidence; this is due to the pleasant, homely environment and excellent, supportive relationships they develop with the childminder within an inclusive environment.

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

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

- extend the safeguarding policy to include the procedures to be followed should an allegation be made against the provider or member of the household
- develop further children's learning records to ensure observations are focused and parental contributions are evidenced.

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

The childminder has a secure understanding of safeguarding children, which includes how to recognise signs and symptoms of abuse and the procedures to follow with concerns. She has attended child protection training, which she regularly updates to ensure her knowledge is kept up to date. She has a range of

supporting information, which includes contact details for external agencies. Her written policy is shared with parents, although it does not contain the procedures to be followed should an allegation be made against the childminder or a member of her household. The childminder gives supervision of children and keeping them safe high priority. Risk assessments that cover all areas of the home and outings are completed and are regularly reviewed, effectively identifying and minimising risks to children.

The available space is used well, providing children with opportunities to become independent. For example, resources for younger children are laid out on the carpet for them to access and make choices. Flexible daily routines allow them to experience a good range of activities in the home and to develop their knowledge of the local community. The childminder takes children out and about, attending local groups to expand their play opportunities.

The childminder has introduced a formal system of self-evaluation, which identifies the strengths of the provision and areas for development. Questionnaires completed by parents and daily discussions ensure their views are sought and considered. The childminder demonstrates a strong commitment to the continuous development of the service she provides and improving outcomes for children. She attends ongoing training to ensure her knowledge and skills are kept up to date and has fully addressed the recommendation from the last inspection. As a result, children are effectively encouraged to develop independence in attending to their own personal care needs.

A high level of communication with parents, both written and verbal, means that children's individual needs are fully promoted. There is an effective two-way flow of information between the childminder and parents, both at the outset of care arrangements and as children grow and develop. This ensures that children are valued as individuals and are therefore settled and make good progress. Parents develop very trusting relationships with the childminder; they work co-operatively together. The childminder develops good links with other providers, particularly a local nursery that some of the children attend. She has regular contact with other childminders and the local authority development worker through cluster group meetings and attending childminder drop-in sessions.

## **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, and she plans and provides a range of interesting and stimulating activities to help the children of all ages to make good progress across the six areas of learning. She makes very good use of other childcare groups, which she and the children visit most days, to expand the range of activities children enjoy and their opportunities to socialise with their peers. All children have a daily diary and a development and learning record. The childminder observes children at play and uses this information to chart children's progress and plan their next steps in learning. Children's learning records include written observations, next steps in learning and photographs to illustrate the children's enjoyment and development. However, not

all observations are sufficiently focused and parental involvement is not evidenced.

Children are happy and settled at the childminder's home and engross themselves in play, actively exploring the toys accessible to them. The childminder dedicates her time to playing with and talking to the children. She sits at the same level as the children as they play and she responds spontaneously to their interests. The childminder shares warm relationships with the children, for example as they snuggle close and enjoy a cuddle as they settle down for a nap. Children develop good communication skills from an early age as the childminder speaks clearly to them and repeats words. They enjoy books, recognising the animals they see and imitating the noises they make. They explore battery-operated toys and delight in pressing buttons to make different sounds. They sing with the childminder, move to the music and complete action rhymes. New achievements receive lots of encouragement; for example, as a child is encouraged to pull themselves up on the furniture as they begin to develop their walking skills. Photographs show the children enjoying a range of art and craft activities, using their imaginations as they dress up, and learning about the world around them as they celebrate festivals from different cultures.

Children learn about keeping themselves safe and the dangers of traffic when out and about. The use of reins or wrist straps with younger children, plus clear boundaries and expectations, are effective in ensuring their overall safety. On site, the regular fire drills further promotes children's understanding of safety within the home. Children know to wash their hands thoroughly after using the toilet and before their meals and are provided with individual means of drying their hands and faces. They play in a clean environment and the childminder's policies and procedures ensure they are protected from illness and infection. The regular outdoor play, walks and trips to places of interest, such as the beach in summer, provide good opportunities for children to enjoy and benefit from the fresh air and regular exercise.

## 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>How effectively is the Early Years Foundation Stage led and managed?</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

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