

## Inspection report for early years provision

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<b>Unique reference number</b>	EY378791
<b>Inspection date</b>	01/12/2009
<b>Inspector</b>	Christine Holmes
<b>Type of setting</b>	Childminder

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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 2008. She lives with her child aged seven in a village near Derby. The whole ground floor as well as the upstairs bathroom and rear bedroom is used for childminding. There is a fully enclosed garden for outside play. The childminder drives to local schools to take and collect children. The childminder has a dog.

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

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

Overall the quality of the provision is satisfactory.

The childminder provides a safe and welcoming environment, where children can play safely and participate in a variety of age-appropriate activities. Children's play and learning is supported by a childminder who demonstrates a clear commitment to developing her knowledge of the Early Years Foundation Stage. Positive relationships are developed with parents. This supports a regular exchange about family circumstances, individual needs and achievements, although children's starting points of learning are not yet clearly identified in discussion with parents. Partnership with other Early Years Foundation Stage providers is yet to be developed. All required documentation to promote the welfare and care of children is in place.

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

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

- ensure that children's starting points in their learning are established on admission
- extend knowledge and understanding of the Early Years Foundation Stage to support children as they progress towards the early learning goals; through planning, observation and assessment
- develop links with other Early Years Foundation Stage providers to further support children's learning.

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

The childminder places high emphasis on keeping children safe. She understands the possible signs of abuse and she knows what to do if she was to have concerns about a child in her care. She supports children well to develop their awareness of

all aspects of their personal safety. Children receive care in a home that is entirely safe and secure because the childminder has carried out a thorough written risk assessment of the premises and of all outings and she completes daily visual checks to ensure that her home is safe at all times. She shares detailed written policies with parents so that they are aware of all her safety procedures. All of the required documentation to support the safe and efficient management of her service is in place.

The childminder is striving to provide an inclusive service and demonstrates a sound commitment to developing her knowledge and experience through further training. She is keen to develop her awareness of issues relating to disability. She has completed an Access Audit and made herself familiar with the Disability Discrimination Act. She provides a suitable range of interesting resources and ensures that these are readily accessible for children to self-select when they are playing. Children are valued as individuals and treated with equal concern, any specific needs are met appropriately in discussion with their parents.

The childminder is eager to develop her knowledge and understanding of the Early Years Foundation Stage to improve outcomes for children. She has plans in place to develop links with other early years provisions to share information with staff so that children who attend more than one setting benefit from continuity of care. She is beginning to identify children's starting points in relation to their likes and dislikes and home experiences, although their starting points of learning is not yet clearly identified in discussion with parents. She is beginning to carry out periodic observations that she is linking to the early learning goals in order to identify some next steps in children's learning. However, the childminder does not yet have a clear understanding of planning, observation and assessment procedures.

The childminder has completed an overall self-evaluation of her provision that indicates her areas of strength and she has encouraged parents to complete a questionnaire to contribute their views. She is beginning to use the self-evaluation to identify areas for future development.

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

Children show they feel safe and comfortable in their surroundings. They play happily and are beginning to form strong relationships with the childminder and other children in her care. The childminder provides a flexible daily routine which allows children to play freely. This enables them to initiate their own play and follow their own interests. For example, children choose to play imaginatively in the front room. At times they call the childminder to join in their play and to go up and down in the pretend lift with them. Picture labels on storage drawers encourage children to access resources such as books, small world resources, jigsaws and construction toys independently. Dressing-up clothes are available with items such as Giraffe costumes becoming firm favourites for some children. Children also participate in a suitable range of planned activities to support their learning both in and outside the home. They become familiar with everyday technology as they use resources such as lap top computers and visit local

supermarkets where the childminder uses the self-service facility. They take pride in completing art work and displaying this in their play area. They visit to local community venues help to develop their social skills and awareness of the wider community. Children take part in activities and use resources that support their understanding of similarities and differences in themselves and others. For example, children take 'Fluffy the bear' on holiday and bring back photographs of their experiences with the bear. These are displayed alongside a world map to show the different parts of the world they have visited. Children benefit from continuity in their care and learning because the childminder develops effective partnerships with parents. However, older children who attend other settings are not yet benefiting from continuity in their learning so that they are fully supported to make as much progress as they can.

A high priority is given to successfully developing children's awareness of keeping themselves safe. Children learn about key issues such as road safety as they wear reflective safety jackets and practice road safety when they go out with the childminder. In-depth policies and procedures ensure children are safe to develop their independence within the setting. Children are developing a strong understanding of healthy lifestyles as they begin to learn about the importance of eating five pieces of fresh fruit and vegetables each day. Daily routines are in place to foster children's awareness of the need for personal hygiene. Children are able to access drink independently and they have regular snacks that are adapted to suit their individual dietary requirements. In finer weather children are able to access the garden and develop their skills using outdoor large equipment including slides and small wheeled toys. They become active indoors taking part in activities such as moving to music.

The childminder is developing her understanding of each child's stage of development which is enabling her to support their individual learning. She observes and assesses children's progress in some areas of learning and she is beginning to use the assessments to plan for children's future learning. However, she is aware that this is an area for further development to enable her to support children's progress in all areas well.

## 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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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