

## Inspection report for early years provision

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<b>Unique reference number</b>	313265
<b>Inspection date</b>	09/09/2009
<b>Inspector</b>	Linda Phillips
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1997, and lives with three adult sons in the west of Kingston-upon-Hull. The ground floor of the home is used for childminding with toilet facilities situated on the first floor. There is no enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

When working alone the childminder is registered to care for a maximum of six children under eight years at any one time, including three in the early years age group. When working with one of her co-workers she is registered to care for a maximum of ten children under eight years at any one time, including six in the early years age group, and whilst working with the other is registered to care for ten, including five in the early years age group. There are currently 12 children on roll, all are below nine years old.

The childminder is a member of the National Childminding Association and also holds a professional qualification in childcare.

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

Overall the quality of the provision is good.

Children are offered a wide range of activities and opportunities within a homely and inclusive environment. The childminder is confident in ensuring the Early Years Foundation Stage framework is delivered and has implemented systems for evidencing children's learning and development to ensure they make good progress. Effective partnerships with parents ensure they are kept fully informed of all issues relating to their children's care and learning. The childminder is developing systems for self-evaluating her practices and is able to identify her own strengths and intentions to bring about further improvement to the provision and outcomes for children. She has addressed all recommendations from her last inspection.

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

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

- ensure regular visitors to the home are appropriately vetted
- ensure children have easier access to the wide range of books

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

The childminder understands her role in safeguarding children and has a written procedure for reporting any concerns, which is shared with parents. Although all three co-workers and those living in the home have been suitably vetted a regular

visitor has not undergone checks. To further safeguard children, records maintained of accidents are clear and the childminder takes appropriate actions when incidents occur. Children are cared for in a homely environment where visual risk assessments are carried out daily by the childminder. Children are supervised well, for example, they are escorted upstairs to the bathroom as they have only been familiar with using the ground floor of the home in the past.

Areas of the home used by the children provides them with a welcoming environment in which they are becoming independent and extremely confident. They enjoy a balance of both adult led activities, for example, when being supported in creative opportunities such as painting, to free play activities playing with a wide range of age appropriate toys and play materials. As the home is undergoing building work to the rear of the property some of the toys and resources are temporarily unavailable but the childminder has been selective in ensuring there are still many items available to cover all aspects of play and learning. To enable children to continue their enjoyment of looking at books independently they are not easily accessible as they have been relocated to high shelves. Additional items are stored in labelled boxes which the childminder is able to lift down from shelves upon need and request. The childminder has both long and short term written plans of activities and opportunities which are built around children's individual needs, wishes and their interests, and she makes good use of space and resources to support their learning.

The childminder has formed trusting relationships with parents and has built up effective partnerships through regularly sharing information, for example, she produces newsletters, writes to parents regarding any changes to the setting, and encourages them to contribute ideas and suggestions via questionnaires. Parents spoken with during the inspection confirmed their total satisfaction regarding services offered, for example, the flexibility of the childminder to accommodate their work situations. They also expressed their delight at the amount of time the childminder spends with the children teaching skills older siblings have yet to reach. In addition to written policies and procedures being available to parents some are detailed on the childminders' web site. Parents are consistently informed of activities and opportunities offered and undertaken, and individual scrapbooks recording development and progress include the good use of photographs and written comments.

The childminder is introducing systems for self-evaluating her setting and is starting to maintain written records of this. She confidently speaks of her aims for the future, for example, she plans to reopen her garden once the building work is complete, and intends to have different areas for the children where they can experience nature and wild life activities. She has also identified areas of personal development as she is returning to university to further enhance her childcare qualification.

## **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 framework and effectively supports all children to help them make good progress. All are welcome in the childminder's home, and even new children to the setting are extremely content, settled and are becoming familiar with routines, for example, they know to sit at the low level table when snacks are served.

Children learn about keeping themselves safe. As the childminder offers activities and opportunities loosely built around themes, for example, safety issues, children are confident about "stranger-danger", what to do should they become lost or detached from the childminder, or indeed, parents, and the importance of road safety. Children are also involved with emergency evacuation practices within the home which the childminder records. Children are reminded of keeping themselves safe when in the home, for example, they help to tidy up toys from the floor before starting other activities to minimise the risk of accidents. The childminder has clear boundaries regarding behaviour and children are learning what is and is not acceptable through gentle reminders. They play well together, for example, taking turns and sharing.

Children are learning about healthy lifestyles. They know playing outside in the fresh air is good for them and are taken regularly to parks and soft play areas. The childminder teaches children about the body and uses a skeleton and stethoscope where children enjoy pretending to hear the heart beating. Children's dietary information is sought from parents and although packed lunches are supplied by them cultural requirements are none the less respected.

The childminder has a good understanding of both the welfare and learning and development requirements of the Early Years Foundation Stage framework. Although she records observations of the children, sometimes on post-it notes for parents to read, these are not always used to plan for the children's next steps of learning.

## 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	1
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

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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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