

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY332599
<b>Inspection date</b>	01/12/2009
<b>Inspector</b>	Joanna Scott
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the childminding

The childminder registered in 2006. She lives with her husband and their three children aged three, eight and nine years. At times the childminder's husband and/or her mother work as an assistant but they do not have sole care of minded children. The ground floor is mainly used for childminding with the exception of the bedroom; there are sleeping and additional toilet facilities upstairs. There is a secure garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, two of whom may be in the early years age range. She is currently minding three children, two of whom are in the early years age range and one is eight years. One of the early years children attends on a full-time basis. The childminder is registered to provide overnight care for one child of any age. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is part of a network childminding group and a member of the National Childminding Association. The family have two cats.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder organises her home to be warm and welcoming to the children in her care and their families. She liaises closely with parents which enables her to meet each child's welfare and learning needs. Children are making good progress. The childminder evaluates her provision and this is driving development in all areas.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that any record of risk of assessment is sufficiently detailed, for example, that it covers any risks relating to overnight care, and any risk in the garden (Documentation) (also applies to both parts of the Childcare Register)

25/12/2009

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

- continue to work on areas identified for development through self-evaluation; for example extend opportunities for parents to contribute to any systems used to track development, and review any systems used to share information with parents in terms of operational issues, such as safeguarding

procedures

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

The childminder has a very positive attitude towards professional development. She has been proactive in attending an extensive range of training to enhance her skills and knowledge, which benefits the children. The childminder has a good understanding of child protection issues and the procedures to follow should she have a concern. Most parents know about her responsibilities in relation to safeguarding through policy documents; as these are currently being reviewed some parents get this information verbally. Risk assessments of the premises are completed regularly and the childminder demonstrates a good understanding of how to protect children. However, records are not always sufficiently detailed. For example, the childminder has clear procedures relating to provision of overnight care, which means she is able to identify risks but she has not recorded them; this does not meet requirements. The childminder sometimes works with an assistant in a supportive role. She remains responsible for the care and supervision of the children.

The childminder has a very good understanding of the Early Years Foundation Stage (EYFS). Her systems for observation and assessment for each young child ensure they make progress across each area of learning. She is skilled in being able to identify what is the next step for each child and takes this into account when mentally planning activities. Partnerships with parents are good. The childminder regularly talks to parents about aspects of the children's development. She has identified that she would like to involve parents in contributing to records so that they can work in partnership as effectively as possible. The childminder reviews her own practice on a regular basis and in addition undertakes regular assessment from her network co-ordinator. This is highly effective in promoting a reflective approach and allows her to identify her strengths and weaknesses. For example, the childminder has reviewed her systems for observation to ensure she does not make assumptions about how children feel. She has involved the children in decorating the play room so that they contribute and feel valued and welcomed. She has organised storage to enable children to follow their own interests and access resources independently.

The childminder plans her time with the children with care. She provides a good mix of activities which the children are interested in and enjoy, for example, music sessions and cookery activities. Children experience a good mix of activities in their local community. They learn about diversity through discussion, activities and resources which reflect the world they live in. The childminder supports children in child initiated play, helping them to learn. Partnerships with others delivering the EYFS to minded children are established. This verbal sharing of information enables her to re-enforce children's learning at pre-school.

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

The children are happy and settled and enjoy warm relationships with the childminder and her family. Development records show that children are making good progress in their learning and development. The childminder encourages children to be independent. For example, visual prompts in the bathroom remind children to wash their hands after using the toilet. She encourages young children to wipe their noses with tissues, take their own shoes off and they take part in laying the table for lunch. They want to take an active part in the setting, for example, the children show delight as they watch the childminder's assistant prepare the Christmas tree for them to decorate it.

The children respond to the childminder's positive reinforcement and encouragement, they are developing good levels of self-esteem and are growing in confidence. They are able to move around and select toys which are of interest to them from low level shelves. The children enjoy involving the childminder in their play, she sits on the floor and gets involved in their games. Sometimes she makes suggestions on how to extend their play and enjoyment, for example, by building a bridge out of bricks to cross a train track.

Young children particularly enjoy music. The childminder knows their favourite songs and provides a good mix of percussion instruments and pompoms for the children to shake and wave in rhythm to the music. She takes part and this encourages the children to join in. For example, the children jump up and down in anticipation of the start of track two on a music cd. They quickly fall into a line and march round the room singing 'Yellow Submarine' with great enthusiasm. Children have fun.

The childminder is skilled at helping the children to start to think about safety. For example, when they arrive home in the car children understand they stand still, by the wall of the house, whilst everybody gets out of the vehicle safely. They learn how to evacuate quickly and safely because the childminder organises a monthly practise. She is extending their skills further, currently children are learning to drop to the floor to avoid smoke and crawl to the nearest exit. They are learning to protect their health through good hygiene procedures. Children generally behave very well. The childminder gets down to child height when giving clear explanations so that children know what is expected. They see visual reminders about expected house rules, which the childminder verbally reminds them of, such as using 'kind hands'. She works closely with parents to promote consistency in terms of wanted behaviours and setting appropriate boundaries. This helps children feel secure.

## 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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) (also applies to the voluntary part of the Childcare Register) 25/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) (also applies to the compulsory part of the Childcare Register) 25/12/2009