

## Inspection report for early years provision

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**Unique reference number** 101946  
**Inspection date** 08/12/2009  
**Inspector** Liz Margaret Caluori

**Type of setting** 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.

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 has been registered since 2000. She lives with her husband and two children aged 12 and four years. Childminding generally takes place on the ground floor and there is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of five children under eight years, of whom no more than two may be in the early years age range at any one time. There are currently seven children under eight years on roll, of whom three are in the early years age range. The childminder also cares for one child over eight years.

The childminder holds an National Vocational Qualification to level three in Childcare Learning and Development. She is a member of the National Childminding Association Children Come First Network. The family have three pet guinea pigs which are kept in the garden.

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

Overall the quality of the provision is outstanding.

The childminder's thorough knowledge and understanding the Early Years Foundation Stage and of child development are evident across all aspects of her provision. Self-evaluation is extremely rigorous and accurate, effectively focussing on identifying any areas for improvement. Clear and comprehensive policies, procedures and records are maintained. This supports the childminder to deliver a service which is safe, well organised and effectively reflects the individual needs of children and their families. Positive partnerships with parents, carers and other professionals ensures consistency of care.

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

To further improve the high quality early years provision the registered person should consider:

- consider formalising the arrangements for consulting with parents and carers when determining the next steps for their child

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

Extremely robust arrangements are in place to ensure children's safety whilst they are in the childminder's care. Comprehensive risk assessments are undertaken and clear written records maintained. This allows the childminder to put in place precautions which are appropriate for the children attending whilst encouraging their independence. The childminder is fully aware of her responsibilities with

regard to child protection. She has attended training to allow her to identify the potential signs and symptoms of abuse. She has all contact details required to make a referral if she necessary.

The excellent attention to detail and easy to read presentation of written records, policies and procedures ensures that parents and carers are fully informed of all aspects of the service offered. They sign to acknowledge sight of written policies and also to give consent to allow the childminder to undertake certain tasks such as using the car and applying sun cream. Parents and carers are also extremely well informed about their child's progress. The childminder makes time available to chat each day and also offers daily contact sheets. She produces presentation books with photos of each child and examples of their work. In addition she writes individual reports each term summarising the progress each child has made and identifying their next steps. Whilst she consults regularly with parents and carers, she does not formally invite them to contribute to the goal setting for their child. The childminder also appreciates the importance of working in partnership with other professionals. She produces written records for teachers to support children's transfer into school. In addition, she works with specialists such as speech therapists in order to identify and address individual children's needs.

The childminder demonstrates an outstanding commitment to continually evaluating and improving her service. She very competently identifies her strengths and weaknesses, enabling her to take appropriate action. She also seeks the views of parents and carers by providing them with questionnaires. These have recently been reviewed to encourage more specific and frank comments. This is evidence of the childminder's genuine concern about providing the best possible service to the children and their families. In addition she regularly attends training to update her knowledge and understanding of issues relating to childminding.

In addition to reflecting the very individual needs of the children the childminder also places strong emphasis on promoting understanding and respect for others. She has a good range of resources which reflect positive images of people from throughout the community and wider world. She also provides activities to increase children's awareness of the traditions and lifestyles of a diversity of faiths and cultures. This helps to extend children's general knowledge and to prepare them to interact effectively with people who will become their friends and classmates and later their neighbours and colleagues.

Space is exceptionally well organised to allow children to engage in a wide variety of activities. Similarly, an extremely impressive range of toys and resources are available to the children and are very invitingly presented. The childminder aims to provide a good balance of traditional and natural resources as well as more modern toys.

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

Children are wonderfully relaxed and settled in the childminder's home. They gain great benefit from the very careful organisation of the environment. They make

extremely good use of the delightful playroom and also enjoy playing in the dining room and garden, moving sensibly and safely between each area. As part of her commitment to ongoing development, the childminder has improved the storage and presentation of toys and equipment. This has been done after observations of the way in which children play to make it easier for them to access items independently and to encourage them to explore and investigate the resources. For instance, the childminder has purchased a unit specifically designed to store arts and crafts materials to reflect the interests of the children in this area. She has also redesigned the book corner, adding cushions and a voile curtain to create a cosy, inviting area. There are also treasure baskets for younger children containing a range of visually and texturally stimulating materials.

The infectious good humour in the home creates a warm, caring and fun atmosphere in which children thrive. They chat happily with the childminder as they engage in their chosen activities. The support given to extending children's learning and development is exemplary. The childminder is highly skilled at using naturally occurring situations to cover several areas of learning. For example, when children are engaged in creative activities such as gluing and sticking pictures, she introduces mathematical considerations such as size, shape and comparison. She also explores language and aims to introduce new vocabulary wherever possible. This also supports children to develop their general knowledge.

Children thoroughly enjoy the nutritious snacks and meals provided by the childminder. Menus are prepared in advance and are reflective of each child's dietary requirements and are shared with parents and carers. Meal times are extremely sociable occasions during which children are supported to develop very good table manners.

Children are given an impressive level of support to learn about the importance of healthy living. They routinely wash their hands before eating and after using the toilet and have separate hand towels hanging on clearly labelled pegs. The childminder maintains a current first aid certificate and has clear and appropriate arrangements in place to deal with accidents and sickness. Children are provided with very regular opportunities to take part in physical play both in the childminder's home and in the fresh air. They love to dance to music in the dining area and also have free access to the back garden in the summer. They are not able to play in the garden when it is very wet as the grass gets waterlogged. The childminder compensates for this by supervising them as they play on the common ground to the front of the house. Children are also taken out for regular outings including trips to the local park.

The care, respect and attention that children receive are highly effective in promoting their self-esteem. This gives them the confidence to experiment and investigate in a secure environment. They are impeccably behaved and are developing wonderful social skills. They are also learning a range of practical skills such as cooking and using computers. These factors all combine to ensure that children are very well equipped to face the future.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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