

## Inspection report for early years provision

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**Unique reference number** 126227  
**Inspection date** 18/11/2009  
**Inspector** Cilla Rachel Mullane

**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 was registered in 1987. She lives with her husband and adult children, all of whom are aged 16 years or over. The whole ground floor of the childminder's house is used for childminding, the toilet is upstairs, and there is a fully enclosed garden for outside play. The family has a cat.

The childminder is registered to care for a maximum of six children under eight years; of these, not more than three may be in the early years age range at any one time. She is currently minding four children in the early years age range on a part time basis. She is also registered on the compulsory and voluntary parts of the Childcare Register to care for children aged over five years, and is looking after three children in this age range.

The childminder lives within easy reach of local shops, schools, pre-schools, the park and the beach and she attends the local carer/toddler group on a regular basis.

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

Overall the quality of the provision is good.

Children have a wonderful time with the childminder, who plans exciting activities based on her good knowledge of what they can do, and how she can help them to progress. As a result, all children make good progress towards the early learning goals. Children feel very safe as their routines are respected, they initiate and develop their own play, and they are confident, responsive and happy. Parents are kept well informed about their children's wellbeing and learning due to the childminder's open attitude and good communication. She is using self evaluation constructively to improve her childminding, and has addressed the recommendations of the last inspection, and therefore her ability to maintain continuous improvement is good.

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

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

- ensure safeguarding procedures are in line with Local Safeguarding Children Board guidance and procedures, and share with parents

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

The childminding provision is managed well. Required documentation is thorough, complete and well maintained. She has a childcare qualification, and attends short courses, such as 'observation, planning and assessment' in order to keep up with developments.

The childminder keeps up to date with developments and changes to safeguarding procedures by attending regular training, so that she has a good knowledge of issues, enabling her to act in a child's best interests should she have concerns. However, her child protection policy offers limited information to parents about local procedures. Parents are given good information regarding how to make a complaint, so children are well protected in this respect. Risk assessments are very thorough, covering many eventualities indoors and on outings. For example, when away from home she checks facilities, such as toilets, and makes sure she takes an emergency first aid kit, and discusses stranger danger and road safety with the children. Therefore potential risks are identified and children are kept safe.

The childminder makes good use of the space available, and children enjoy messy play in the kitchen, and have access to a good range of resources in the lounge. They know where their favourites are kept, and confidently help themselves.

The childminder has started to use self evaluation effectively to make improvements to her childminding provision, leading to better outcomes for children. She has used the online self evaluation form, and started to take action regarding her well targeted identified areas for improvement. For example, she recognised that she needed help with her planning and observations, and has sought out a childminding mentor, who is supporting her in improving these records, and enabling her to more effectively meet children's individual needs.

Relationships with parents are excellent, and their references show confidence in every aspect of the childminding provision. They are happy that their children's routines are respected, and social skills are encouraged. They feel that the childminder is flexible, patient, caring, calm, and uses gentle and consistent behaviour management techniques. The quality and variety of activities and outings are appreciated, and their children are happy, safe and secure. The childminder communicates with parents well, keeping them informed about their children's days, activities and progress via daily chats, communication books, and by sharing their folders with photographs and observations.

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

Children in the Early Years Foundation Stage make good progress towards the early learning goals in all areas of learning. Good use of planning and observations enables the childminder to meet children's individual needs and help each child to make progress. As the observations are appropriately linked to the areas of learning, the childminder is able to check that all areas are included, and see that all children are making progress. She is currently in the process of listing the dated observations under each area of learning, so that a record of progress is clearer to parents. Each child makes progress because the childminder has a good knowledge of their abilities and interests, and is working on specific aspects of their development with each child. For example, she sings with toddlers to encourage their speech, and builds their confidence in group situations.

Children very much enjoy their time with the childminder. They show immense pleasure as they look through their own folders with photographic records of events and achievements. They remember with enthusiasm, 'that's me making cakes, that's me growing sunflowers, that's me at the library dancing and singing'. The childminder is good at meeting the needs of children of different ages when providing activities. Toddlers and older children both enjoy playdough, with toddlers experimenting with its texture with good supervision. She is led by their interests; for example, when children start dancing, she suggests finding the musical instruments and having a music and movement session, which children join in enthusiastically. Therefore children learn from activities which they enjoy.

Toddlers have a lovely time moving to music and shaking rattles. They laugh as they imitate the childminder singing and moving their hands to 'five little monkeys jumping on the bed'. Activities, such as planting sunflowers and trips on the bus, increase children's knowledge and understanding of the world. The childminder supports their role play well, and so children have ample opportunities to use their imaginations; they make pretend meals and go 'shopping' with the trolley. Children count during their play, and solve problems, such as how to remove playdough stuck in a cutter. Toddlers start to think about numbers as they enjoy number rhymes. Children's personal and social development is excellent; they are well motivated, keen to take part, and concentrate well. Toddlers find their favourite glove puppet and take it to the childminder, and older children initiate and develop their own play, and socialize confidently, due to plentiful opportunities to meet other people at parent and toddler groups and soft play areas. Children behave well, due to the childminder's calm, positive example, and her ability to provide meaningful activities offering appropriate challenge.

Young toddlers show that they feel safe and secure with the childminder, by bringing her their favourite toys, climbing onto her lap, making eye contact and smiling as they try to copy rhymes and actions, waving their arms to 'five little monkeys'. Older children chat confidently, ask for and self select activities, and lead role play with the childminder. Children know how to keep themselves safe when outside the house, and explain what to do if there is a fire indoors; they must go outside, call the fireman and stay out until the fire's out. They know that they must not cross the road when the red light shows. They are therefore learning to keep themselves safe.

Children's good health is well promoted. Meals are balanced and nutritious, and children learn to make healthy choices as they make their own sandwiches, choosing from healthy options, and selecting favourites, such as cheese tomato, ham and cucumber. They help to prevent the spread of infection by spontaneously putting hand over mouths as they sneeze, and by being encouraged to put soiled tissues into the bin. They benefit from plenty of opportunities to enjoy exercise, both indoors and in the fresh air. They dance as they shake instruments indoors, attend 'baby bounce' sessions and visit soft play centres, and use challenging apparatus at local parks. They are therefore learning about the benefit of a healthy lifestyle. The childminder's first aid qualification is current, she keeps first aid kits to hand both at home and when out and about, so that she can take appropriate action in case of emergency.

## 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

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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