

## Inspection report for early years provision

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<b>Unique reference number</b>	302672
<b>Inspection date</b>	21/12/2009
<b>Inspector</b>	Pauline Garfield
<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.

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 2000. She lives with her two children aged 12 and 14 in Cudworth, Barnsley. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play. Care is offered Monday to Friday, all year round. The childminder is registered to care for a maximum of six children under eight years at any one time. She is currently minding six children, of which three are in the early years age group. The childminder walks and drives to local schools to take and collect children. She also attends the local parent and toddler group. The family have two dogs, three cats, a guinea pig and two pet rats.

The childminder is registered on the Early Years Register, and the compulsory and voluntary part of the Childcare Register.

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

Overall the quality of the provision is good.

The childminder enjoys looking after minded children, and effectively meets their needs. Regular and ongoing communication with parents, and the local school, ensures children make good progress in their learning and development. The childminder knows the steps to take to secure improvement and has addressed all the recommendations from the last inspection. Children's health and safety is given high priority through effective safeguarding procedures.

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

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

- continue to develop planning and assessment systems.

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

The childminder has a good knowledge and understanding of how to safeguard children. For example, she regularly updates appropriate training and reviews her safeguarding policy annually. The childminder has detailed written risk assessments for all areas of her home and outings, including the school run and travelling by car. Fire evacuation procedures are regularly practised and recorded in a fire drill log. The childminder has completed an accurate written self-evaluation document. She recognises her strengths and areas for improvement and has a 'continual development plan', which ensures she is up to date with relevant training and current legislation. The childminder organises her home very effectively, to meet the needs of the children that attend. Space is organised into quiet and creative areas. Children's work is attractively displayed on walls and around the home. The childminder promotes equality and diversity effectively

ensuring all children are involved in a wide range of activities, which reflect the wider world. She encourages children to gain a knowledge of how to protect the environment through promoting the recycling of materials. For example, children know the colour of the bin to put recycled paper.

Parents are provided with full details of all policies and procedures. They are fully involved in their children's learning and development. The childminder provides clear information for parents in the entrance to her home. For example, information on the 'Early Years Foundation Stage' and policies, such as house rules. The childminder works in partnership with other settings that children may attend, such as the local school, to compliment children's learning.

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

The childminder plans activities for children, focusing on their interests and using this information to challenge them. Observations inform planning and the next steps to take children forward in their learning and development. For example, children enjoy an imaginary tea party and learning is developed through a baking activity. The childminder has identified that developing and reviewing her planning and assessment systems will assist in ensuring children's learning and development is further promoted. Children's personal, social and emotional development is fostered very well. Children form good relationships with the childminder and talk freely about their home and family. The childminder interacts appropriately with children promoting and developing language skills. Children request favourite books and select them from the bookshelf. The childminder and children sit on a comfortable sofa together and enjoy a story on a one-to-one basis. Children decorate mugs with drawings of butterflies and write words, such as 'daddy', on them. They gift wrap them with crepe paper and address the presents with labels. The childminder uses craft activities as a medium to promote all areas of learning. For example, when children draw butterflies, the childminder talks about symmetry and patterns.

Children show an understanding of good practises with regard to exercise, for example, they enjoy playing out in the garden, and taking part in computer dance games. Children develop skills for the future, as they explore a good range of resources to promote technology, including calculators and a laptop. They recognise the importance of keeping healthy and know to wash their hands after stroking the childminder's pets. Children demonstrate an understanding of safety, as they use craft materials and equipment carefully. The childminder helps children to feel safe, by talking to them about strangers and through regularly practising the evacuation of the home, in the event of an emergency. Children learn about the world around them, as they visit the local toddler group and library. They access a range of resources to promote inclusion, and celebrate festivals and cultures from around the world. The childminder encourages children to behave well, and take turns and share. Children respond appropriately and are happy and settled at the childminder's home. They are praised and encouraged for their achievements, and show a sense of pride in their work and play.

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