

## Inspection report for early years provision

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<b>Unique reference number</b>	EY336425
<b>Inspection date</b>	13/10/2009
<b>Inspector</b>	Justine Ellaway
<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.

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## **Description of the childminding**

The childminder was registered in 2006. She lives with her partner and child aged 14 years in Derby. The whole ground floor, along with the second bedroom on the first floor, of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has three dogs.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children at any one time. There are currently 11 children on roll, six of whom are within the early years age range. The childminder collects children from the local school and attends a local toddler group.

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

Overall the quality of the provision is satisfactory.

Children's welfare and their learning and development are suitably promoted. All of the required information is gathered to ensure children's individual needs are met and most of the required records are maintained. Partnerships with parents are developed to promote consistency of care, although the childminder is yet to develop partnerships with all of the other settings that children attend. The childminder has taken some steps to reflect on her practice and identify areas for improvement.

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

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

- update the record of risk assessment to include any assessments of risks for outings
- analyse observations and highlight children's achievements or their need for further support
- work together with other practitioners and parents to support transition between settings
- use self-evaluation and quality improvement processes as the basis of ongoing internal review.

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

The childminder understands her responsibilities in relation to reporting child protection concerns to ensure that all children are safeguarded. She demonstrates a suitable understanding of possible indicators of abuse that would alert her to take action. The childminder is aware of her responsibility to ensure Ofsted is made aware of all adults on the premises to ensure suitable checks can be

undertaken. Risk assessments contain relevant information for the premises and garden to promote children's safety. However, the childminder has not recorded the risk assessments she undertakes for outings, to ensure all areas are considered. Risks and hazards are minimised within the home, for example, the childminder uses stair gates to restrict access to certain areas.

All of the required information is gathered and recorded to promote children's individual welfare and ensure their needs are met, for example, with regards to care routines. Suitable records are maintained for accidents and medication to promote children's good health. Hygiene procedures minimise the risk of cross-infection, such as using anti-bacterial spray to clean tables. Meals include some healthy options of fruit and vegetables.

The childminder has begun to evaluate her practice and make changes that reflect the needs of the children. For example, she changes her menu when she identifies foods that the children do not like. She has identified future training courses that she feels will improve her knowledge and skills and therefore produce beneficial outcomes for children. However, she does not currently encompass all areas of her practice within her evaluation.

The childminder has two bright and attractive dedicated rooms where children play. Both encourage children to play with the varied range of toys and resources as they are stored and displayed to promote self-selection. However, on occasion the organisation of floor space limits children's ability for free movement. Furniture is used appropriately to cater for children's individual needs, for example, sleeping children each have their own space so they can settle and rest peacefully.

Effective relationships have been established with parents so that information is regularly communicated, for example, any changes to children's routines to ensure their ongoing needs are met. The childminder demonstrates a commitment to discuss any issues with regards to their individual learning or development with parents, to ensure that appropriate support is offered if necessary. She completes a daily diary which parents have access to, which confirms what children have been doing during the day and information about their routines, such as toileting and sleeping. Although the childminder has had communication with one setting that a child attends, she has not fully developed her processes to communicate with all of the settings that children attend to fully support each child's transition.

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

Children take advantage of the layout of the space to move freely between the two play rooms, choosing what they want to play with and where. This promotes their independence. They are comfortable with the childminder and are confident to ask her for certain things, for example, to read them a story. The childminder uses suitable methods such as explanation and questioning to promote children's learning.

Children usually have opportunities for physical play in the garden or on outings to

the park or toddler group. They join in enthusiastically with action songs and are beginning to use instruments, such as a drum, to tap out a regular rhythm whilst the childminder sings. They use their imagination and develop their creativity through adult-initiated activities such as colouring and drawing with stencils. They are developing control in holding pencils to make marks. They play with toys that make sounds, turning them on and off as they develop an understanding of simple technology. Children demonstrate an understanding of a sense of time, relevant to their stage of development, as they know that when certain children arrive it is lunch time and that they eat in the kitchen.

Younger children are encouraged to develop their language as they attempt to repeat simple words. They enjoy looking at books and are supported to understand how to turn the pages and lift the flaps to continue the story. They complete jigsaw puzzles, persevering in trying to get the piece to fit, supported by the childminder who explains that it needs to be turned around.

Children demonstrate an understanding of right and wrong and are encouraged to share and take turns. They are encouraged to tidy away the toys to develop a sense of ownership. All children, including the younger ones, are aware of hand washing routines and can show you how to use the hand gel that they apply after hand washing to further minimise the risk of cross-infection. Children demonstrate an awareness of their safety, for example, asking for support to get down from the chair at lunchtime. However, on occasion the childminder is not consistent in the messages she gives to children about safety issues, which compromises their learning.

The childminder has recently revised her system for observing what children can do. She makes records of observations of what children are doing on a regular basis, however these are general rather than specific and therefore are not fully effective in identifying what children need to do next.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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