

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY318080
<b>Inspection date</b>	05/10/2009
<b>Inspector</b>	Sylvia Shane
<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 was registered in 2005. She lives with her husband and three children, one of whom is in the early years age range. The ground floor is mainly used for childminding which includes a lounge, playroom, kitchen and toilet facilities on the ground floor. Sleeping facilities are provided on the first floor. There is a safely enclosed rear garden for outside play. The family have two cats, to which the children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of three children may attend at any one time, two of whom may be in the early year's age group. There are currently two children on roll in the early year's age group who attend on a part time basis. Older children also attend. The childminder is also able to provide overnight care for one child.

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

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children receive a high standard of care from a childminder who devotes much time and attention to them and meets their individual needs routinely in an inclusive environment. They experience a wide range of activities and play experiences, both inside and outside of the home, which supports their learning and development and as a result are making good progress. She works very well with the children's parents and carers, and has made links with other providers delivering the Early Years Foundation Stage (EYFS). She uses evaluation well and with success to identify areas for development in order to improve the outcomes for children.

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

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

- further develop systems to secure and ensure equal commitment to the sharing of information with providers of care

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

Through a range of well-thought-out and implemented policies and procedures, children's continuing safety and well being is assured. Thorough vetting procedures ensure that all adults in the household are suitable to be with children. Risk assessments are thorough and carried out on all areas within the home and outside used by children. As a result, potential hazards are identified and action taken to eliminate or limit the risk to children. For example, when she moved into her new house, she removed a pond and a green house. Indoors she has a stair

gate at the top and bottom of the stairs to limit the risk of a fall and toddlers are supervised when on the stairs and the building is secure. The childminder demonstrates she has a good understanding and up-to-date knowledge of child protection procedures and systems are in place to deal with any concerns promptly. All policies are discussed with parents to show how she consistently supports the health and safety of children and their role in ensuring this. All required records and permissions are in place to support the children's care and well being. Resources are plentiful, of good quality and stored appropriately to enable children to see and make choices; this aids the children's independence. The childminder ensures activities are fresh and interesting by rotating them, ensuring each child's current favourite activity is represented. In addition, children attend local groups, where they access further resources and activities.

The childminder has built strong relationships with parents, which helps to provide an individualised and inclusive setting for all the children who attend. Parents are provided with a wealth of information about the provision in a portfolio that the childminder has devised. Daily activity sheets keep parents well informed about their child's time with the childminder and in addition she makes herself available for verbal discussion at the end of every day. Parents are provided with six-monthly development reports on their child and are encouraged to discuss and contribute to their children's progress records on a regular basis. Positive links are fostered with staff at local early years settings including the local schools and nurseries and information is shared. However, the childminder is aware it is mainly effective through the parent and childminder contributions, and is aware that secure systems need to be established to ensure these are managed on an equal professional basis to fully promote the partnership within the EYFS.

The childminder uses self-evaluation with success, for example, she attends training courses and workshops to further improve and update her knowledge of childcare and education. She ensures her first aid is up to date. She uses research well to keep up to date with changes in practice and as a result offers good quality care for children. Recommendations from the last inspection have been successfully addressed, and as a result children have a wider knowledge and positive experiences of differing cultures. This demonstrates the childminder's capacity to make necessary improvements.

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

Children benefit from the consistency of care they receive from their childminder. They feel secure and have formed strong relationships with her and the other children in her care. They are confident to challenge their boundaries and receive valuable experiences which enable them to develop their skills in a rich learning environment. Good organisation of time means routines are flexible, to incorporate children's individual needs and recognise their stages of development, therefore providing a setting that is inclusive.

The childminder supports younger children's developing language skills well, as she introduces new vocabulary and responds to their attempts to communicate both in

a verbal and non-verbal way. Children love to explore the variety of touch-and-feel books and equally enjoy stories as well as factual books. The childminder encourages them to use their emerging language and to point to the things they know and see. The childminder uses books to help children deal with a range of issues, such as starting school and eating lunch. Children's imagination is captured as they have easy access to a wide range of role play props. For example, favourite dolls are easily available and children push them around in their buggies. The childminder suggests the children might like to feed and dress their baby, and the play is extended as they talk about what they need to eat and how to keep them warm. A play kitchen and food are easily accessed and as a result, children practise and copy adult roles showing care and concern for a make believe family and show they are developing knowledge and understanding about the world. Children have further opportunities to learn about the world around them. They explore local places of interest, for example, country parks, toddler groups and the farm. This enables them to learn about their community and socialise with their peers. Since the last inspection, children have increased opportunities to a range of toys and activities that promote their appreciation of diversity. For example, they join their older sibling in activities which support their understanding of their own and other cultures, through discussion, creative activities and cooking.

Children are making good progress in their learning and development because the childminder understands the uniqueness of each child. Through on-going discussion with parents, she recognises children's individual starting points and builds on this to plan and provide a unique learning journey for each child. Observations are evaluative and used to good effect to inform the planning for the children's next stage of learning. As a result, learning is fun and children are engaged and interested in all that they do. They are developing concentration levels in line with their age and stage of development. As a result, they are becoming active learners and are developing decision-making skills as they make choices about their play.

Children's good health and well being are positively promoted. The childminder provides them with a choice of nutritious snacks and meals. These are prepared from fresh ingredients and respect children's dietary requirements. Robust procedures are in place for nappy changing and regular cleaning routines ensure the risk of cross infection is minimised. Children enjoy the benefits of fresh air and exercise when on outings or playing in the garden. Babies and toddlers are provided with a wide range of activities to develop their coordination, balance and motor skills. For example, babies and toddlers are encouraged to walk, explore the bright pictures and make music on the activity mats. The childminder provides sturdy and interesting toys and furniture to encourage standing and exploration and once walking gives them lots of space and opportunity to practise the skills of pull and push. She understands that activities such as rocking is a firm favourite so provides a see-saw as well as a rocker and children are learning to play cooperatively and take turns. In addition, the childminder also provides a further range of activities in the garden such as ride-along toys, slides and sand and water play. Children are clearly helped to stay safe because the childminder has a range of procedures and implements them effectively; as a result, children are protected. For example, the childminder demonstrates good supervision of children and they are given gentle reminders about managing the step into the playroom and about

the dangers of climbing. Children have a real sense of belonging; they have somewhere to keep their personal belongings and their work is valued and displayed. The childminder's constant praise about their abilities and achievements makes children feel good about themselves. They learn to behave responsibly through regular routines such as crossing the road in a safe place and being mindful of listening and looking for traffic. Toddlers know they sit to the table anchored safely to highchairs. The childminder is alert and responds when the children's energy levels drop and provides food and drink and quieter activities so that they can relax. Rules are few, consistently applied and discussed and agreed with parents so that children know what is expected of them. These are around the safety, respect and care of themselves and others and their property. The childminder deals with emerging tantrums with success, recognising that young children often are frustrated and so supports them with clear explanations and gentle instruction about what they need to do to succeed. As a result, children are learning to make sense of their world and strategies to cope.

## 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:	Met
---	-----

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