

## Inspection report for early years provision

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<b>Unique reference number</b>	260121
<b>Inspection date</b>	05/10/2009
<b>Inspector</b>	Susan Riley
<b>Type of setting</b>	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.

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## **Description of the childminding**

The childminder was registered in 2001. She lives with her family, in a residential area of Ilkeston in Derbyshire. There are facilities close by, such as a park, school and shops. The childminder is registered to care for a maximum of six children at any one time and is currently caring for five children in the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder holds a recognised early years qualification.

The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has two dogs as pets. The childminder walks to the local schools and nurseries to take and collect children.

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

Overall the quality of the provision is good.

A child-friendly environment is created to ensure all children are included and enjoy their time with the childminder. The childminder has a sound knowledge of each child's needs which ensures her practice promotes their welfare and learning. Positive relationships are established with parents which ensure children's individual needs are understood, consequently children are happy and confident with the childminder. The childminder has taken active steps to self-evaluate and review all aspects of her provision. All recommendations made at the last inspection have been fully addressed to ensure the improvement of the provision for children.

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

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

- review the safeguarding policy and procedure to ensure it is in line with current guidance
- develop further the use of observational assessment to identify where each child is in their learning and to plan more effectively for their future learning needs.

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

Children are safeguarded as the childminder understands her role to protect them from harm. The childminder has a sound knowledge of safeguarding issues. However, her written safeguarding procedures are not in line with current guidance. Parents are reassured because the childminder provides information about how she is registered, about vetting arrangements for herself and other

household members over 16, and about her experience and training. Through sensitive discussions she helps young children to understand ways to minimise the risk of harm to themselves. For example, the children tidy away the toys as they finish playing so they do not trip over and harm themselves.

The childminder effectively maintains her records and most policies and procedures are in place to ensure the safety and well-being of all children. Confidentiality is maintained and documents are kept secure and are well organised. The childminder demonstrates ambition, vision and drive to develop the service further. Steps have been taken by the childminder to develop an effective system of self-evaluation in order for her to demonstrate that she is effectively reflecting on her practice and identifying strengths and areas for development, to maintain continuous improvement within her service. The deployment of resources is appropriate and she takes steps to ensure they and the environment are safe and suitable for the children. She completes detailed risk assessments of her home and all types of outings that the children take part in.

The childminder treats all children equally, but is very aware of their individual needs and levels of understanding. Sound links have been made with other providers, such as the local school, nursery and local playgroup, because over the years she has been involved in taking and collecting children. The childminder is starting to use the information from other providers caring for the children in her own planning and assessment process. The childminder meets the individual needs of children irrespective of background or ability. She does this by developing positive relationships with parents and children and this contributes to inclusion, meeting children's needs consistently and providing continuity of care. Friendly exchanges are in place and children clearly benefit from this partnership. Parents express their satisfaction with the service provided through written references and cards. Parents are kept informed about their child's activities through daily verbal discussion and the sharing of their development files.

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

The childminder has good knowledge about how children learn and child development. Children are making good progress in their learning and are eager to get involved in the activities on offer. This is because the childminder knows the children very well and structures the day around their interests and enjoyment. However, observations and planning of the children's personalised learning journey is very much in its infancy. Good, warm and very caring relationships between the childminder and the children are evident. Children feel good about themselves because the childminder offers frequently positive support, praise and encouragement. This helps to build children's confidence and self-esteem.

The childminder is very much aware that children learn through play; she allows them to choose what they want to do but always has some planned activities. For example, the planned activity was around the theme of Autumn, with leaves to feel and talk about the colour and texture of them. Children are beginning to show an understanding about healthy lifestyles. They follow appropriate personal hygiene

routines. The childminder reinforces and reminds children to wash their hands after they have independently accessed the toilet. Children engage in a range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise. They have regular access to the garden and they visit parks for more physical challenge. The childminder provides a range of healthy, balanced meals and snacks. This means that children are well nourished and they learn about making healthy choices.

Children learn about dangers and how to keep themselves safe, routinely taking part in fire evacuation practises and learning to cross the road safely. Parents comment on the sense of community their child gains as the older children care for the younger ones, especially when walking in pairs to school. Children demonstrate they feel safe as they confidently approach the childminder for their needs. The children learn about the local community, the natural world around them and learn an awareness of the seasons through local visits and outings. Therefore, children are developing their knowledge and understanding of the world. Children learn an awareness of diversity through age-appropriate activities. For example, through books, role play activities and learning about different cultural festivals. Children are beginning to understand boundaries, rules and limits and to understand why they exist. They are well mannered and are beginning to share and take turns. They follow house rules and show a strong sense of security and feel safe within the setting.

Children use their language imaginatively, for example, they change their accent as they role play situations. They enjoy books and demonstrate they know how they work. When building with the bricks children make a tall tower and use this to measure themselves against, demonstrating their awareness of size. They use interactive toys to gain an awareness of information and communication technology. Children have enthusiasm for learning and are content, settled and make choices in the activities they engage in.

## 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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