

## Inspection report for early years provision

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<b>Unique reference number</b>	EY388963
<b>Inspection date</b>	05/01/2010
<b>Inspector</b>	Helen Blackburn
<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.

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 2009. She lives with her husband and daughter aged 18 months in the Deepcar area of Sheffield, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of the bedrooms. There is a fully enclosed garden for outside play. The family keeps fish as pets.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is currently minding one child in this age group.

The childminder collects children from the local school.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The learning environment for children is welcoming and fun, offering children a good range of experiences and activities, which supports them in making good progress in their learning. Overall, the childminder's documentation, policies and procedures outline the service provided and contribute to the safe and efficient management of the setting, although some lack detail. Relationships with parents and children are good, which contributes to promoting continuity of care and ensures the childminder effectively meets children's individual needs. The children are happy; they have a positive attitude towards their learning and the learning environment positively promotes good behaviour, independence, diversity and difference. The childminder's commitment to developing her service and practice is good and she has several systems in place to support this.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the risk assessment record to ensure it clearly states when it was carried out, by whom, date of review and any action taken following a review or incident. 27/01/2010

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

- review the safeguarding policy to ensure it contains details of all agencies that are notified in the event of allegations being made against the provider

or other persons living or working on the premises.

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

The arrangements for safeguarding children are appropriate to ensure children are safe, secure and well cared for. The childminder maintains a good range of documentation, policies and procedures, which contributes to the safe and efficient management of the setting and to promoting children's welfare. For example, the childminder regularly checks her home and resources to ensure she maintains a safe environment for children to play. This includes maintaining detailed risk assessment records of all aspects of her home, resources and equipment. However, her risk assessment record lacks some information, such as when it was carried out, by whom and date of review, which is a breach in a specific legal requirement. The childminder has recently completed child protection training and this contributes to her having a good understanding of her responsibilities in protecting children from harm. If the childminder had any concerns about the children in her care, her safeguarding children policy outlines the procedures she would follow. However, although the childminder fully understands which agencies she must notify if anyone makes any allegations against her or other family members, her written policy does not reflect this. The childminder ensures all necessary adults have undergone appropriate checks and she supervises any visitors to the home to ensure children are safe and protected at all times.

The childminder regularly evaluates her service and practice and she has a good understanding of the areas where she can make improvements, such as developing her outdoor area. She makes good use of children's assessments and she critically evaluates activities to ensure she provides sufficient challenge and targets that support individual children. In addition, she involves parents and children in the self-evaluation process so that she can incorporate their ideas and views when setting improvement goals. These self-evaluation systems demonstrate the childminder's commitment to bringing about positive change that promotes good outcomes for children. Through accessing training and making good use of early years publications and internet resources, the childminder is exploring different opportunities to extend her knowledge, skills and experiences, contributing to promoting ongoing professional development.

The childminder has good relationships with parents and others involved in children's learning and, through effective communication and information sharing, children receive consistent care. They work well together to promote children's learning and development. Parents have regular access to their child's progress record and they discuss with the childminder children's achievements and next steps. In addition, schools provide information on children's progress and targets, which the childminder uses to promote continuity and coherence in children's learning. Through gathering relevant information from parents when children start at the setting, the childminder has a good understanding of children's capabilities, likes and interests. The childminder builds on this information to provide an individual learning experience for children. In addition, through daily diaries, newsletters and other publications, such as healthy eating booklets, the

childminder provides parents with good information regarding their child and other childcare issues. This effective communication and information sharing means the childminder knows the children well, which means she effectively recognises and meets their individual needs. In addition, the childminder would endeavour to liaise with any other professionals or external agencies that were needed if any children in her care required additional support or help.

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

The childminder has a good understanding of how young children learn and develop, which contributes to effectively promoting their welfare and learning. She provides a fun and welcoming learning environment, where children have access to a good range of resources and experiences. In addition, the childminder makes good use of resources within the local community to extend children's experiences. For example, children regularly visit the local park and library. Resources within the home are organised so that children can make independent choices in their play and the childminder plans activities that build on children's interests. This results in children having a positive and enthusiastic attitude towards their learning. For example, children use their imaginations and communication skills as they play with the farm, and they demonstrate their dexterity skills as they build towers with the bricks and take part in mark making activities. In addition, through everyday activities, such as counting, number rhymes and using mathematical language in their play, children are learning about simple number, size and shape concepts, all skills to support their future learning. The childminder has good relationships with the children; she is actively involved in their play and uses this time to support and challenge children's learning. For example, she asks children open-ended questions so that they become active and creative thinkers. She carries out regular observations on the children; she matches her observations to the expectations of the early learning goals and uses this information to identify children's learning priorities. These effective systems contribute to the childminder planning appropriate activities to ensure children's learning is progressive and challenging.

Through the childminder having good relationships with the children and providing a service that promotes continuity and security, the children are happy and settled in her care. This security, alongside positive and trusting relationships, contributes to children feeling safe. Through play, discussions and activities, the children are developing a good understanding of how to keep themselves safe. For example, the childminder talks to the children about road safety on outings and she supports children in taking safe risks in their play, such as explaining how to use scissors safely. Through everyday routines, the children are learning about the importance of good health and hygiene. For example, through routines, such as hand washing and discussions about germs, the children are learning about the importance of good hygiene practices. The childminder provides a varied and nutritious range of meals and snacks for children, which contributes to children developing a good understanding of the benefits of healthy eating. In addition, children have good opportunities to be active. They regularly take part in physical activities; for example, children excitedly talk about playing in the snow, and they regularly visit the local park. Through activities such as painting, cutting, building and

constructing, children develop dexterity and coordination.

The children behave in ways that are appropriate for their ages and stages of development. They know what is expected of them because the childminder provides a good role model and consistent routines and boundaries. Through play and activities, the children are encouraged to have good relationships with their peers; they learn about sharing, taking turns, right and wrong and respect for others. Through positive praise, celebrating children's achievements and valuing what children have to say, children have positive self-images, good self-esteem and a sense of belonging. For example, children take pride in their achievements; they enthusiastically talk about their snowman pictures and smile with pleasure as they excitedly look through their progress records. The children are developing a good understanding of diversity and difference as they experience an inclusive environment. For example, children talk about differences, celebrate festivals and access resources that provide positive images of the community and wider world in which they live. This contributes to children developing a positive attitude and respect towards all people in society, and supports children's progress in developing their knowledge and understanding of the world.

## 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	3
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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