

## Inspection report for early years provision

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<b>Unique reference number</b>	300136
<b>Inspection date</b>	01/12/2009
<b>Inspector</b>	Karen Cockings
<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 1992. She lives in a suburb of Sheffield, within walking distance of local schools, parks and other amenities. The ground floor rooms of the house, and the bathroom and one bedroom on the first floor are used for childminding. The rear garden is not enclosed and so is used only under supervision. Children are also taken for walks and outings.

The childminder is registered to care for a maximum of six children under eight years at any one time. She currently minds four children in the early years age range and four older children. She is also registered on the compulsory and voluntary parts of the Childcare Register.

She is a member of a local childminding group.

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

Overall the quality of the provision is good.

The childminder takes effective measures to ensure that her service is inclusive and welcoming to children and their families. She liaises closely with parents, building positive links with them and with other professionals, in order to meet children's individual needs. Required paperwork is generally maintained well and shared effectively with parents. Children's health, safety and well-being are promoted well and the childminder uses her knowledge of children to support their play and learning effectively. She aspires always to provide a service that promotes the best possible outcomes for children, reflecting sensitively on her practice in order to build on existing strengths and to target areas for future development.

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

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

- continue to consolidate systems for observation and assessment and consider further ways of involving parents in this process
- review policies and records to ensure they fully reflect current requirements and incorporate required elements, such as parental responsibility and procedures for uncollected children.

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

The childminder has a good understanding of her role and responsibilities with regard to child protection, which helps to ensure that children's welfare is safeguarded. She keeps her knowledge up-to-date by attending relevant training and is confident to take appropriate action if she has any concerns. Children are kept safe through the careful implementation of daily checking and risk

assessment systems. Importantly, they also develop a good awareness of how to keep themselves safe and what to do in an emergency situation. For example, they demonstrate how they would 'stop, drop and roll' if their clothing was on fire and they practise crossing roads as part of their walks and outings. The childminder intervenes in a gentle, good humoured way to remind them about potential dangers within the home. Required records, policies and procedures are maintained well overall, promoting children's safety, health and well-being, and supporting the effective management of the setting. However, some paperwork has not been fully updated to reflect the current requirements. The childminder has a good awareness of the need to gather information from parents about parental responsibility for children, but this information is not consistently incorporated into children's records. She knows exactly what she would do if children were not collected but does not yet have this in writing to share with parents.

The childminder builds strong partnerships with parents, which helps her to meet children's individual needs successfully. She gets to know children and their families well, sharing information effectively with parents about her service. They speak highly of the provision and feel that their children make good progress while in her care. For example, they comment on the pride she takes in supporting children's development and how well she communicates with both adults and children alike. Before children are placed with her she gathers as much information as she can about them so that she has a good insight into their interests and starting points. Ongoing daily conversations with parents are supplemented by the sharing of children's records and photographs of them at play. However, opportunities to invite parents' contributions to children's records are not yet fully exploited as a way of involving them as much as possible in their children's learning.

The childminder also recognises the importance of building good links with other settings and professionals involved in the children's care. For example, she has followed the guidance of physiotherapists when working with children who have disabilities. She creates a welcoming, inclusive environment for children, making simple but effective adjustments to her planning to enable all children to take part and achieve their full potential. Where children are learning English as an additional language the childminder uses her prior experience of what has worked well, to aid the settling in process and to overcome any communication barriers. She finds out about their families and traditions, learns some basic words in their home language, and uses signing and picture cards to aid communication. This shows children that they and their families are valued and helps to develop their language skills.

The childminder demonstrates a clear commitment to the further development of her service and to the continuous improvement of outcomes for the children in her care. She has effectively addressed previous recommendations, resulting, for example, in clearer complaints procedures to share with parents. Wherever possible she attends relevant training to keep her knowledge of childcare issues up-to-date. Self-evaluation systems are used positively to help her to identify areas for future development, and she has good links with other local childminders for the sharing of ideas and expertise.

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

Children are very happy and settled in the childminder's care. They build trusting relationships with her, demonstrating their affection by spontaneously going over to give her a hug, smiling and talking with her. She interacts with them in a kind and lively way, giving lots of encouragement, which helps them to feel positive about themselves and what they can do. Children reflect this in their own behaviour, as they clap hands and say 'well done!' to others. Older children understand the needs of children younger than themselves, because the childminder explains that little ones may not want or be able to complete an activity just like them. They are eager to show what they can do, confident in the knowledge that the childminder appreciates their efforts and achievements.

Children make good progress in their learning, becoming increasingly confident in their use of language. For example, toddlers love to repeat new words. They smile as they practise saying a new name, and giggle with excitement as they show how they can 'wink' and 'blink'. Older children describe how they made biscuits at home and the ingredients they used. They are interested in new words and expressions, which the childminder carefully explains to them, so that their vocabulary increases rapidly. She uses rhymes and stories to further develop skills in these areas. Babies and toddlers enjoy exploratory play as they empty a box of building bricks and small world toys, naming the animals that they find. Children explore interesting resources, such as a collection of Russian dolls and a set of wooden boxes, noticing and commenting on the big and the tiny ones. Children draw, paint and develop design skills as they take part in activities, such as helping to make play dough, decorating gingerbread biscuits and building models with construction toys. The childminder extends children's learning as they play by encouraging them to count, use language, and think and solve problems. She asks them how many more biscuits they will need to have each, and what else they can think of that is white like the icing. Children learn about the world around them as part of their walks and outings. For example, they play a 'plink and plop' game in the park, where they drop leaves, sticks, and pebbles into the river to find out what will sink and what will float.

The childminder makes sensitive observations of the children as they play and talks to them to find out about their interests and abilities. She then uses her knowledge of individual children to inform her planning of suitable activities for them, such as more opportunities for children to make and handle play dough because they expressed a preference for this. Children have their own development folders in which the childminder's observations, photographs and examples of their work are stored and used to track the progress they are making. The childminder has attended some relevant training provided by the local authority, but identifies observation, assessment and planning as areas for her to build on in the future.

Children's health, safety and well-being are given high priority in the setting, where the childminder takes positive steps to protect them from the spread of infection and encourages them to follow safe hygiene practice. They learn about the

importance of hand washing, and how to blow their noses and dispose of tissues safely. Parents currently send food for their children, although the childminder ensures that she is well informed about any allergies or special dietary requirements. She is sensitive to signs of an allergic reaction and has sought out training for herself in the use of the EpiPen, which has made her more confident to administer it if needed. Healthy eating is promoted as children try different fruits; they have helped to grow tomatoes, and prepare them for eating. Children's good health is further promoted through regular opportunities to be in the fresh air and to enjoy active play. The childminder takes them for walks and outings in the surrounding area, as well as organising dance and movement activities in the home. Children love to show how they can do somersaults, or stretch their arms and point their toes in response to favourite music. The childminder's lively support of these activities inspires children to practise new physical skills with enjoyment and enthusiasm.

## 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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