

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY229800
<b>Inspection date</b>	05/03/2010
<b>Inspector</b>	Josephine Mary Hammick
<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 0300 123 1231, 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: 0300 123 1231  
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 2002. She lives with her husband, one child aged 14 and two adult children in Hereford city. 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. Access to the property is via a downward sloping driveway and then level ground. There are downstairs bathroom facilities.

The childminder is registered to care for a maximum of six children at any one time. There are currently three children on roll in the early years age range. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder works with her daughter, who is her co-childminder. When working together they may care for two children under 12 months. The family has rabbits, hamsters and goldfish.

The childminder holds a Diploma In Home-based Childcare and is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, settled and enjoy their time in the busy and child-friendly premises. Their welfare is successfully promoted in a safe, friendly and homely environment. Their learning and development are well supported as she ensures that daily activities and spontaneous play are tailored towards each child's individual learning needs. This promotes inclusive practice as all children are able to participate at their own level. The effective partnership with parents and carers plays a key part in providing quality care and early education for individual children. However, despite a well written complaints policy, including references to the legislation it applies to, there are no systems in place to record any complaints or their outcomes. Although there are systems for self-evaluation, these are not yet fully developed to ensure the childminder is able to make continuous improvements in all areas.

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

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

- keep the following information and documentation: a record of complaints and their outcomes (also applies to the compulsory part and the voluntary part of the Childcare Register).
- 31/03/2010

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

- develop the organisation of the setting to include effective procedures to evaluate and identify areas for improvement.

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

Children are safeguarded by the childminder who has a sound understanding of the issues surrounding child protection and recognises that this is a priority. Children's welfare is promoted as she ensures that the setting remains safe, suitable and child-friendly. Risk assessments are carried out regularly and a daily safety check ensures any potential hazards to children are minimised. This includes times when children are taken on outings, ensuring all aspects of the event are carefully considered. The childminder respects children's well-being and attends training to further develop her childcare practices. For example, by the completion of her Diploma in Home-based Care. Effective policies and procedures work in practice to safeguard children and promote their health and well-being. These are regularly reviewed in order to keep up to date with current legislation and the needs of individual children.

Children are encouraged to play a full part in the life of the setting because the childminder understands and values their needs. Caring relationships have been developed by working closely with parents and carers to ensure continuity of care is maintained. Children are supported and given time to help make friendships with other children and her co-childminder. Parents and carers are kept informed of their children's progress through regular verbal and written communication systems, including the use of impromptu text messaging. They are pleased with the care and education their children receive due to the provider's welcoming nature. The childminder has developed working relationship with local groups, which assists children with making a smooth transition when they move on.

Children are supervised without inhibiting their ideas and imagination. For example, children access the broad range of interesting and stimulating resources, which enables them to instigate their own play. For example, they choose various items from the large box of puzzles, to help them extend some of their problem-solving skills. The childminder has started monitoring the development of her provision. However, the self-evaluation systems are still under development and are not yet sufficiently robust to ensure the setting is striving for continuous improvements in all areas.

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

Children are secure, happy and are progressing well towards the early learning goals. They lead and direct their own play, make choices and grow in confidence. For example, they instigate their own imaginative play and the childminder takes the lead from children and provides further resources to extend their learning. One child tells everyone that it is their birthday and they all join in with a 'birthday party'. The childminder supplies children with further resources, such as play food

and crockery, which enables them to fully develop their role play scenario. Children spend the time socialising and chatting to their friends whilst they hold the 'birthday party'. As a result, children are developing their creative thinking and communication skills in a stimulating environment.

Children's good health and well-being are promoted well. Children relish playing out in the fresh air, using the wide variety of outdoor equipment to develop their physical skills; for instance, they learn to run, jump and climb the various age-appropriate apparatus. Children are also given regular opportunities to take part in indoor physical activities. For example, building with bricks, painting and using crayons to develop their pre-writing skills. Although children bring in their own foods, strategies are used by the childminder to promote children's understanding of healthy eating through various activities. For example, they enjoy fresh fruit-tasting sessions and baking fresh food. As a result, children are developing an awareness of leading a healthy lifestyle, and their knowledge and understanding of where some of their food comes from through interesting and exciting activities.

Children's language and literacy skills are developed through fun and relaxed activities, such as joining in with some of their favourite stories. Some familiar books are represented in dual languages so that all children benefit from a developing knowledge of the wider world and different cultures. Young children are supported with building up their vocabulary during everyday activities and routines. For example, they love to sit on the childminder's lap and look at the colourful illustrated pages whilst she encourages them to point to the pictures and name the objects they see. Children are progressing well in their learning and development as they benefit from a stimulating range of activities which are specifically planned to ensure individual children's preferences and needs are fully catered for. There are effective systems for observing children and assessing their progress. This information is successfully used to inform planning, which ensures that every child is given the opportunity to move on to the next stage of their development.

## 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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified under the Early Years Register 31/03/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified under the Early Years Register 31/03/2010