

## Inspection report for early years provision

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<b>Unique reference number</b>	140070
<b>Inspection date</b>	17/12/2009
<b>Inspector</b>	Marcia Robinson
<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 1993. She is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children at any one time, of whom three may be in the early years age group. There are currently three children on roll in the early years age group. The family has a pet cat.

The childminder lives with her adult son in a house close to shops, parks and public transport links. There is off-street parking available and suitable disability access. The ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play. The childminder is a member of the National Childminding Association (NCMA).

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a warm and friendly welcome to all children and their parents. She successfully promotes many aspects of the Early Years Foundation Stage (EYFS) requirements within the suitable and inclusive environment. Although, systems for planning activities and observing children are being further developed. The childminder knows the children well and as a result they are happy, secure and settled. The childminder generally organises the provision effectively, promoting children's welfare through good systems and procedures. Although, not all required documentation is well maintained. The childminder attends further training, has good links with her network coordinator and other childminders, and she has met recommendations set at her last inspection well. This is conducive to supporting continuous improvement.

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

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

- ensure written permission is obtained from parents for the administering of medication prior to any being given (Documentation) 07/01/2010

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

- continue to develop systems for planning activities and observing children, including involving parents as part of the ongoing observation and assessment process
- continue to develop systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children

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

The childminder has previously attended safeguarding training, and has a good understanding of her role and responsibility within this area. Consequently, children's safety and well-being are ensured. The way that the space and resources are organised helps children to take initiative and develop increasing independence. Regular risk assessments for the home and each and every outing takes place to effectively reduce the chance of accidental injury. Children's welfare is appropriately safeguarded, as the childminder and other household members have had suitable checks completed. The childminder has started to evaluate her work and is able to identify areas of strength and some areas she wishes to develop. She reflects on her practice adequately and has positively addressed the previous recommendations from her last inspection well, thus improving outcomes for children. All of the necessary documentation required to safeguard children's welfare and safety, including collection and emergency arrangements are in place. However, the medication record is not well maintained. It does not always include prior written permission from parents before each and every medicine is administered. Consequently, children's welfare is not fully protected. The childminder, however, is keen to nurture her professional development by attending a range of training whenever she can, although currently there are no formal systems in place to evaluate her practice.

Good relationships with parents are highly beneficial to the continuity of care that the children receive. The childminder speaks to them on a daily basis, to ensure they are fully informed of the activities their children have enjoyed and to share any achievements in their children's learning and development. Parents have access to children's observations although opportunities for them to make written comments is yet to be developed to support this information. Parents thank-you cards and references however, say that they are very happy with the childminder; they appreciate the care and range of activities that their children participate in. The childminder has some experience of caring for children with special educational needs and/or disabilities and demonstrates a very positive attitude to linking with other professionals to meet any specific requirements. Strong links are beginning to be established with the other settings that offer the EYFS to the children. As a result, the childminder is able to maintain continuity in children's learning and development between her own and the other settings.

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

The childminder has a good understanding of the EYFS. She ensures she has resources to cover each area of learning, and complements these with trips to places of interest. An example of this is where they visit the museum to learn about history and the way people live in different countries. Children enjoy their time with the childminder and are eager to participate in the variety of activities provided. The childminder demonstrates effective management of behaviour, her

patience and positive attitude encourages children to behave well, to share during play and to have consideration for each other. Her appropriate approach to equal opportunities contributes to children's positive attitudes to the wider community. This is complemented with access to a selection of resources, which nurtures children's growing awareness and understanding of difference. This is also extended to activities based on children's favourite stories such as 'Handa's Surprise' where they taste a selection of exotic fruits, make their own face masks and learnt about the way families live in different parts of the world. However, although a well-equipped and very welcoming environment, the setting does not fully reflect the children's individual backgrounds to effectively promote diversity. A wide range of books are available for children to enjoy independently or with the childminder. These are complemented with visits to the library for story time sessions and children are able to select books to take home. The childminder talks with children effectively, at their level, using open ended questions and giving them time to reply. This fosters good communication skills. Completing jigsaws and exploring shape sorting resources effectively promote children's problem solving and reasoning skills. Children's knowledge of the living world is nurtured as they go for walks and attend a weekly gardening group, set up with the involvement of the childminder. Here, the children gain opportunities to plant their own beans and make their own fertiliser, thus developing their knowledge of the environment. Children have good opportunities to develop physically and enjoy activities in the fresh air when they visit the park and local activity groups for the development of their physical skills. The childminder has started to plan against children's interests and capabilities. She has recently introduced individual observational files, which link to the areas of learning. However, parents are not yet involved in the observation and assessment process. This has a slightly negative impact on showing a true picture of children's achievements.

Children are welcomed into clean and well-kept premises where they have sufficient space to play. Large windows in the living room enable children to benefit from natural light whilst playing indoors. They are learning about the importance of good personal hygiene, and are becoming increasingly independent in their personal care. For example, younger children know why it is important to wash their hands before eating and children's interest is promoted as the childminder encourages the children to show her their hands so she can praise them for how clean they are. Children do not attend if they are sick which enables the childminder to protect others from illness. They enjoy physical play and have a variety of outdoor toys and resources to use in the rear garden. The childminder also takes them to the nearby park, where they can use small and large climbing equipment as well as run about and enjoy exercise in the fresh air. The childminder's flexible routine incorporates time for quiet play and rest, enhancing children's well-being. Children are encouraged to enjoy generally healthy snacks and meals. These include dishes such as shepherd's pie, followed by fruit crumble and custard or snacks such as malt loaf or cucumber sticks. Effective systems are in place to gather information with regard to special dietary needs. This results in children's individual needs being met. Regular checks and cleaning keep the broad range of toys and resources in a good condition. This ensures that children handle items that are clean and safe. Children are safeguarded well as the childminder's home is secure at all times. This is supplemented with effective procedures for adults collecting children. They experience good levels of supervision and

appropriate safety equipment is in place to ensure hazards are reduced. The childminder is vigilant on outings, with an active approach to children taking responsibility for their own actions through activities associated with stranger danger. This results in the reduced risk of accidental injury and raised self-awareness. All the required procedures and documents are in place to ensure children's welfare is safeguarded and promoted.

## 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	3
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	3
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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