

## Inspection report for early years provision

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<b>Unique reference number</b>	EY269039
<b>Inspection date</b>	15/12/2009
<b>Inspector</b>	Anne Barnsley
<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 2000. She lives with her two children aged 11 and 14 years in Nettleham, near Lincoln. The whole house is registered for childminding, although most activities take place on the ground floor. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time; of whom three children may be in the early years age group. She is currently minding one child in the early years age group on a part-time basis. She is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

The childminder walks to local schools and playgroup to take and collect children, she also takes children on outings to the park, shops and library. The family has a Labrador puppy. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children are cared for in a warm, welcoming and inclusive environment, which is well resourced and fully promotes children's individual interests and needs. All required documentation is in place and is maintained comprehensively. Most procedures are implemented very well. Partnerships with parents and other professionals involved with children are established and ensure continuity in the care and learning for children. Self-evaluation is used reflectively to identify areas for improvement. These are prioritised well to drive forward improvements and ensure good practice is sustained.

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

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

- ensure the safety and welfare of children by ensuring that all children are familiar with emergency evacuation procedures.

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

Children are safeguarded effectively as the childminder understands her role and duty to protect children from harm. She has good knowledge about the indicator signs of abuse and is fully conversant with the procedure to follow to report concerns. She has all of the relevant guidance documents in place and is currently exploring courses to update her knowledge further. She has completed full risk assessments of all aspects of her provision used by children including outings and

trips and has effective safety measures in place to minimise any hazards. Adults who have close proximity to children are vetted to ensure their suitability and children are supervised extremely well to help them feel safe and secure.

The childminder organises her provision very well so that the environment is warm and welcoming to children and their families. She encourages children to make their own choices about what they wish to play with and supports them well in all areas of learning. This is a very secure environment where children receive a great deal of attentive care and purposeful conversation. They have consistent rules and expectations that help them to develop the habits and behaviour of good learners. The childminder gives children clear instructions and is consistent and fair. She helps children learn about safety by showing them how to do things and reminding them about being careful, for example when throwing the ball for the puppy. Risk assessments have been completed that identify possible hazards and minimise risks on the childminder's premises and outings and trips. Effective safety measures and daily safety checks are undertaken by the childminder to ensure the continued safety of children and vigilant supervision further ensures children's safety and wellbeing. Equality and diversity is fully promoted as all children join in with play and contribute their ideas to planning activities. The childminder operates an equal opportunities policy and promotes anti-discriminatory practice. She has many resources that promote positive images of diversity and teach children about the wider world.

The childminder is well very organised and all documents that are required for the safe and efficient management of her practice and to promote the well-being of the children are comprehensively maintained and shared with parents. She identifies her strengths and areas for improvement through self-evaluation and prioritises areas for improvement realistically according to those that have the most impact for children, for example the introduction of learning zones to promote active learning. She has a good knowledge of early years care and education as she participates in regular training and is currently undertaking a degree in early years education. She works in an out of school club and also meets with other childminders to share examples of positive practice. She regularly completes observations of children and their interests and determines their next steps in learning. She maintains records of these to share with parents. Partnerships with parents and carers is promoted well as the childminder has daily discussions with parents about their child's care and development and uses home-link diaries as a further means of communicating information about children's changing and developing needs.

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

The children have a consistent routine with which they are familiar. This enables them to have a strong sense of belonging and inclusion in a family environment. They are confident and make their own choices about what they want to play with. They are very happy and feel safe as they respond positively to the childminder. The childminder is extremely attentive and interacts warmly with children. She shows children how to do things and supports them very well with their learning

and when they explore new things that challenge them. Children enjoy learning how to use remote controlled cars and show pleasure when they are praised by the childminder. This helps them to want to try again and to persevere with tasks and learn how to solve problems. Children are confident to express their feelings and often go to the childminder for cuddles. They have formed strong attachments and feel secure.

Children enjoy the childminder joining in with them and show an eager disposition towards learning. They are enthusiastic and show great interest in things around them such as planes flying over the house and the puppy playing outdoors. They contribute well and show the childminder what they want to play with as they access their toys independently and make informed choices. The environment is set out into learning zones that cover all areas of learning and is inviting to children. Children behave extremely well. They are kind and helpful and respond very well to the childminder. They are clearly very happy and relaxed in this setting and enjoy a stimulating range of memorable activities and experiences.

The childminder is proactive in promoting children's health and wellbeing and helps them to develop healthy lifestyles. She takes good steps to ensure the children in her care remain healthy and free from cross-infection. Children are aware of the importance of washing their hands before handling food and after coming in from the garden. Nappy changing routines help children learn about positive practice as the childminder is a good role model and has effective procedures in place for changing young children. The childminder holds a current first aid certificate and is able to deal with minor injuries or accidents. She maintains comprehensive records that she shares with parents. Children know they are well cared for and that the childminder will help them if they are hurt or feel unwell. They enjoy fresh air and exercise when they go out and about in the local area and enjoy regular play in the garden. Children are well nourished and eat healthy, balanced options at snack and meal times that take account of their dietary requirements and ages and stages of development. Meal times are a happy, socially interactive time when the children sit comfortably with the childminder. They learn table manners and have rich conversations during their meal, which extend their learning, communication skills and sense of wellbeing. Children behave safely as they follow simple safety rules and develop a sense of being responsible. They know not to run around indoors, behave appropriately around the puppy and how to treat furniture and resources with respect. They learn about road safety but not all children have yet participated in emergency evacuation procedures to learn how to do this. Children are developing a sense of responsibility and in doing so are learning skills for their future.

## 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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