

## Inspection report for early years provision

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<b>Unique reference number</b>	EY314001
<b>Inspection date</b>	03/02/2010
<b>Inspector</b>	Clare Stone
<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.

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## **Description of the childminding**

The childminder was registered in 2005. She lives with her husband and two children aged eight and 11. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of five children at any one time and three in the early years range. She is currently minding 10 children all who attend on a part time basis, of these eight are in the early years range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks/drives to local schools to take and collect children. The childminder attends the local parent/toddler group. The childminder can support children with special educational needs. She is a member of the National Childminding Association.

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

Overall the quality of the provision is outstanding.

Children are cared for in an extremely warm and welcoming environment. The childminder has an excellent knowledge of the Early Years Foundation Stage (EYFS) and has implemented a very good system for observation and assessment. Any recommendations from the previous inspection have been met and exceeded. There is a self evaluation form in place which is very detailed and clearly shows the childminder knows her business well. She has identified her strengths and weakness and is committed to maintain continuous improvement.

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

To further improve the high quality early years provision the registered person should consider:

- continue with reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

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

The childminder has a very good understanding of how to keep children safe. There are systems in place to ensure children are only collected by a named adult and all adults who have access to minded children are suitable to do so. The childminder can recount possible signs of abuse and the procedures to follow if she had any concerns about a child in her care. The childminder is aware of any hazards in her home and made a clear and concise risk assessment. This is recorded and reviewed on a regular basis. On outings the childminder also carries safety cards which have a photo of the children she cares for and emergency contact details. This ensures children are well protected and safeguarding takes

priority.

The maintenance of records and implementation of policies and procedures for the safe and efficient management for the EYFS is outstanding. The childminder is extremely organised and has everything to hand she needs. Her commitment to embedding ambition and driving improvement is exceptional. The self evaluation form is very detailed and includes every aspect of the childminder's service. This is an important part of using reflective practice and the childminder continues to use self-evaluation to address any issues.

Furniture, equipment and resources are of very high quality and suitable for the ages of children to help support their learning and development. Children clearly thrive as a result of the setting they are in. The childminder is taking well-considered steps to ensure equipment and resources in the environment are fully sustainable. Equality and diversity are embedded in the heart of the childminder's work. There are clear systems in place to ensure all children are welcomed and treated as individuals. Differences are celebrated and children feel a sense of belonging. The childminder has an exceptional knowledge of all her children and their backgrounds so she can fully support their individual needs.

The childminder is highly committed to working with parents/carers and outside agencies. Parents report they are extremely happy with the support and information from the childminder. They say how quickly their children settle and are happy to go to work without worrying. The childminder is happy to work with any other agencies to provide continuity of care. The childminder provides children with exceptional opportunities for learning.

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

Children's individual learning and progress is consistently good and often excellent in relation to their starting points. The childminder has wonderful folders which track children's achievements and show areas for development. Children really enjoy their time with the childminder and parents say their children can't wait to get there. Children's behaviour is very good and the childminder uses calm explanation to help children learn cause, effect and to keep themselves safe. Children are extremely confident and competent in communicating their thoughts and show good responses to taking responsibility for their own safety. Through high quality interaction and exemplary organisation children are gaining a strong sense of security.

Children show an exceptional understanding of the importance of good personal hygiene. They have their own towels and hairbrushes to use daily. The childminder provides individual face cloths for snack and meal times. This helps reduce the risk of cross contamination. The childminder teaches children the importance of a healthy lifestyle by taking them out for fresh air everyday and eating nutritious meals. Snacks consist of fruit and raw vegetables with the occasional fun treat. The childminder is very aware that outdoor play is a vital part of a young child's development. Therefore, she plans fun and meaningful trips so children access

equipment to extend their gross motor skills and promotes healthy living.

Children have an excellent attitude to learning and can't wait to play with the next toy and are excited to do painting. They work very well together, independently and all children are valued and treated with respect. They engage with a very wide range of activities and experiences, which help them value diversity. The childminder showers the children with praise and encouragement building their self esteem and confidence.

Children are active, inquisitive and independent learners. They demonstrate through their play that they are learning about the world they live in and why things happen. Children's skills in communications, literacy and communication are developing very well due to the childminder's detailed and individual planning. All planning is based on observations and the observations are used in moving children forward at a pace that suits them. The childminder has the skills to extend and improve the children's learning potential.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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