

## Inspection report for early years provision

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<b>Unique reference number</b>	209566
<b>Inspection date</b>	02/02/2010
<b>Inspector</b>	Linda Tomkins
<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 1998. She lives with her husband and two adult children in Staffordshire, close to shops and parks. The whole of the ground floor, the bathroom and one bedroom on the first floor are used for childminding and there is a fully enclosed garden for outside play. The family has two dogs and a cat.

The childminder is registered to care for a maximum of six children under eight years at any one time of whom no more than three may be in the early years age range. She is currently minding one child in this age group. Children attend on a part-time basis. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder attends the local childminders support group and pre-school groups.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Most policies and procedures are well-implemented to ensure continuity of care and learning, and an effective capacity to maintain continuous improvement. The childminder has detailed knowledge of the children's interests and abilities, which ensure their individuality is well-recognised and respected. Strong partnerships with parents and a developing knowledge of the Early Years Foundation Stage ensure that children make good progress in their learning. The childminder continually identifies aspects of her service that she would like to extend and develop. She monitors her service by comparing and sharing ideas with other childminders and parents.

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

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

- ensure the fire blanket is appropriately fitted and in working order so that the safety of children is promoted (Suitable premises, environment and equipment)
- 16/02/2010

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

- develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

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

The childminder attends various training courses to extend and enhance her knowledge and understanding of the Early Years Foundation Stage. She is vigilant about safety issues and ensures children are safe and secure, both inside and outside the home. The childminder conducts visual daily safety checks, and the detailed risk assessments are regularly reviewed and clearly recorded. However, the fire blanket in the kitchen is not appropriately fitted to ensure effective operation. She has a good understanding of her responsibilities regarding child protection issues and how to report her concerns. The childminder has ensured that all adults living on the premises are suitable to have contact with children. She has developed close partnerships with parents, to share information to safeguard children.

Although children in the childminder's care do not attend other Early Years Foundation Stage settings, she is aware that she is to develop methods to work cohesively to form effective partnerships with the other settings. The childminder is successful in offering an inclusive service for children and their families, and has sound knowledge and experience of how to seek additional help for children. She ensures children make significant progress and enjoy individual support to enhance their learning experience. The children's next steps in their learning are discussed with parents in order to promote continuity and progression. Parents are provided with daily information on their children, and they have open access to the children's observation folders. Parents write thank you letters and cards, one writes 'his social skills, speech and general development have greatly increased because of the time with you'.

The childminder is forward thinking in her determination to maintain and improve her good quality childminding service, and has recently attended various workshops on the Early Years Foundation Stage and a first aid course. Her future plans include attending a food safety course and compiling a questionnaire for parents. Her developing understanding of self-evaluation allows her to monitor her strengths and weaknesses to focus on the most significant areas for improvement in order to provide consistently good outcomes for children. The childminder provides the children with a wide range of challenging and exciting experiences and activities. She has good quality resources, and ensures that the environment is stimulating, warm and welcoming.

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

Children are happy and content, and enjoy the time they spend with each other and the childminder. Their confidence grows as they are provided with stimulating experiences and individual support, which helps them develop a positive sense of themselves. Children are involved in the local community and visits to pre-school groups to socialise and learn to respect diversity.

Their personal independence is developing rapidly as the childminder encourages children to take care of their own personal needs, such as making choices on snack food and managing a spoon to feed themselves. The childminder joins in with the children's play and asks them enquiring, understandable questions. The varied range of resources are freely available and stored at a low level, including books which are chosen to read as part of daily activities. Children make strong progress and celebrate their achievements with praise and applause. The childminder uses daily routines to extend the children's learning experiences, such as asking them to help tidy toys away and find resources for activities.

Children are encouraged to make decisions and select their own toys and resources. They use them imaginatively as part of their play. For example, the children become absorbed when pushing a train along a sloping track and through a tunnel and balancing a grape on the spout of a drinking cup. Children are taught to understand the importance of keeping safe and respect the inside and outside safety rules, such as being strapped into the highchair and pushchair.

They enjoy outings, frequent walks and visits to the park to use the swings and develop their sense of well-being and physical skills. Regular outside play in the rear garden provides opportunities to use wheeled toys and tents. Their developing understanding is extended by linking a healthy lifestyle to choosing and eating healthy snacks and meals.

Children are creative and make shapes and models with the play dough and cutters. They move rhythmically to the music as they operate the push button musical toys and learn how to make the symbols chime. Photographs record children's activities over time.

Children's enthusiasm and self-esteem grow as they are praised and thanked for kind, helpful behaviour and achievements. They are rewarded with smiles and hugs and taught to say 'please' and 'thank you'. They are learning skills for the future as they practise early numeracy, communication and literacy skills in free play and daily routines. For example, repeating one and two as the childminder counts the grapes at snack time.

Children are fully assessed when they are placed with the childminder to ascertain their starting points. This is done by discussion with parents, and the child when appropriate. Progress is monitored by observations which are used to inform the next steps, individual planning and areas where further support is required. However, the childminder is to further develop methods of evaluating her practice to enable her to recognise the learning value in daily routine activities. Children have frequent opportunities to extend their understanding of the society in which they live, through visits, discussion, stories and increasing their awareness of culture and minority groups.

## 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

The quality of the provision in the Early Years Foundation Stage	2
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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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