

## Inspection report for early years provision

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<b>Unique reference number</b>	222364
<b>Inspection date</b>	20/04/2010
<b>Inspector</b>	Melanie Calway
<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 lives with her three children aged 15, 20, and 21 years old in a small town near to Peterborough, in Cambridgeshire. The whole of the childminder's home is registered for childminding and there is a fully enclosed garden for outside play. The family has two rabbits, which are kept in the garden.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She currently offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder works at times with an assistant when she may care for additional children.

The childminder collects children from the local school and takes children on regular outings to the library, the park, the river and to a toddler group. She is a member of the National Childminding Association and an approved childminding network and currently receives early education funding.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well met because the childminder has a good knowledge of the children in her care and uses her observations of their play to plan activities based on their interests and achievements. She provides a welcoming and inclusive service and information about children's play and learning is exchanged regularly with parents to keep them informed about their children's progress. The childminder continually reflects on her practice and plans improvements. She uses links with her local authority to identify areas for development.

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

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

- improve the record of risk assessment so that it includes information on who conducted it, the date it was carried out, the date of any review and any action taken following a review or incident (Suitable premises, environment and equipment).

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

- develop systems to share information about individual children's learning and

development with other providers of the Early Years Foundation Stage to ensure continuity and consistency

- develop further the partnership with parents encouraging them to share their own knowledge of children's learning and development, ensuring that they have regular opportunities to add to the records.

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

Children are effectively safeguarded from the risk of abuse or neglect as the childminder has a secure understanding of safeguarding procedures. She has the necessary information to act appropriately and understands her responsibility to refer any concerns she may have about children's welfare. She attends regular training to ensure that her knowledge is kept up-to-date. Children are cared for in a safe and secure environment, which is checked regularly. She has completed a risk assessment covering all aspects of her premises. However, she has not included in her record of risk assessment some of the required details, such as who carried it out and the date it was conducted. Risk assessments are carried out for each type of outing and the childminder talks to children to ensure that they learn about road safety when they are out and about. Children are protected from the risk of fire as the childminder tests her smoke alarms frequently and practises an evacuation with the children to ensure that they know what to do in the event of a fire or emergency. Children are well supervised as the childminder often works with an assistant or another childminder. Children are learning how to keep safe as the childminder gives them regular explanations about how to play safely and through topics such as road safety and visiting the fire station.

Children enjoy a wide range of high quality resources, many of which they can access independently. The environment is bright and welcoming with displays of children's work and they benefit from plenty of space to play with easy access to an attractive outdoor area. The childminder provides an inclusive environment, displaying words in other languages and using resources which reflect a diverse society. She uses the internet to research and gather information to be able to meet children's varied backgrounds. She talks to children sensitively encouraging them to develop respect for each other. As a result children are forming very positive relationships.

The childminder has a very good relationship with parents and information is shared daily to keep them informed. Daily diaries are completed giving details of children's care, routines and the activities they have been involved in. Significant achievements are also noted. The childminder is currently developing her learning records to keep a more systematic record of children's learning and development. Parents also share information about their children's progress but are not yet actively sharing or contributing to the records. The childminder has links with other providers and discusses issues that affect the children in her care but she has not developed systems to share information about individual children's learning and development with other providers of the Early Years Foundation Stage when children attend more than one setting to ensure continuity. The childminder continually reflects on her practice and has plans to improve the service. She uses

action plans and the accreditation process to identify areas for improvements. She also attends regular training courses to keep her knowledge and skills updated and shares ideas with her assistant and fellow childminders.

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

Children are happy and settled in the childminder's care. She knows them well and uses her observations of their play and learning to plan activities to help them to progress. Plans take account of individual children's interests and abilities, for example children who are interested in princesses and beginning to show an interest in writing are provided with activities such as making invitations for a princess party or a royal banquet. Younger children are given opportunities to become more mobile and confident in their movements. Daily diaries provide information about what children have been doing and more systematic observations have been started in learning records. The childminder plans a varied schedule taking children out for visits to the river, the library and the shops. Children communicate confidently with the childminder, chatting to her about their experiences. They use language to communicate with each other and successfully negotiate while they engage in imaginary play. Children, who are beginning to show an interest in emergent writing, are given opportunities to develop their skills. Books are easily accessible for children to choose and enjoy. Children select puzzles and persist well as they concentrate and proudly declare 'I did it on my own'. Children are learning to count and recognize numbers and shapes as they do number puzzles and the childminder counts with them.

Children can be creative and are given opportunities to engage in messy play with ice or shaving foam and express themselves using paints or pencils. They learn about the world around them as they go out into the community and visit the fire station to learn about fire safety. Children are able to use the computer, photocopy, print and take photographs and so are becoming familiar with information technology. Children develop physical skills as they use the slide, the trampoline, roll balls in the garden or pedal ride-on toys. Good use is made of the garden which provides a secure and attractive outdoor play area, which children access frequently. Children are very settled and form positive friendships with each other. They play happily together sharing and taking turns. The childminder encourages them to develop respect for each other and children readily respond by sharing resources, taking turns and carrying out simple tasks for each other. They fetch some resources for themselves and help to tidy toys away when they have finished with them.

Children's health is promoted well. They have plenty of exercise and fresh air as they walk daily to school, go to the park or the river and can play in the garden when they choose. They learn about good hygiene as they wash their hands. At times gel is used for children to clean their hands, for example before snack or meal times. The childminder obtains the necessary information from parents to be able to meet their health needs. Accidents and medication are recorded appropriately. Children enjoy a snack of biscuits and dried fruit and a wholesome lunch. Parents are provided with a menu so that they know what their children are

eating. Children are able to help themselves to their drinks for most of the day. The childminder talks to them about the things that keep us healthy so that children learn about a healthy life style. Books such as 'the big heart book' are used to further enhance children's understanding. Children feel safe and secure in the setting because they have built up trusting relationships with the childminder. They learn about keeping safe through regular explanation and topics such as road safety or visiting the fire station. They behave well because they are happily occupied and provided with interesting activities. The childminder uses praise and positive reinforcement to encourage children to behave well. Children are learning useful skills for the future as they learn to be confident, independent and form positive relationships.

## 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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