

## Inspection report for early years provision

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<b>Unique reference number</b>	EY387201
<b>Inspection date</b>	20/01/2010
<b>Inspector</b>	Yvonne Victoria Facey
<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 2009. She lives with her husband and adult son in Sheffield. The ground floor rooms of the house are available for childminding and there are enclosed gardens to the front and rear of the house for outdoor play. Access to the property is via a level driveway and two small steps to the front door.

The childminder is registered to care for a maximum of six children under eight years at any one time. There are currently three children on roll in the early years age group.

The childminder has a Diploma in Childcare & Education (NNEB) and is a member of the National Childminding Association. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children are cared for in a safe and stimulating environment, where the childminder recognises each child's individuality. They make good progress in all areas of learning because the childminder has a good understanding of how children learn and develop. She is aware of the importance of linking indoor and outdoor play experiences, to enhance children's learning. However, she recognises this is an area for improvement within her practice. The childminder has a positive attitude towards working in partnerships with parents. Good information is shared with parents, that involves participation in their children's learning. The childminder is fully committed to evaluating her service.

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

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

- further develop outdoor play experiences for children.

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

All required documentation is in place in order to safeguard children. The childminder has a good understanding of child protection procedures and is aware of signs and systems that may cause concern. The comprehensive policy ensures procedures are followed and are shared with parents. There are good systems in place to deal with any accidents, incidents and illnesses. Children's health needs are well promoted. The childminder is meticulous with her hygiene practices, to prevent cross contamination. Detailed risk assessments are maintained, to ensure children are safe both in and out of the premises. For example, emergency

evacuation procedures are practised with the children and safety equipment is in place according to children's needs. The childminder organises space and resources effectively, to meet children's needs. They have free access to all areas registered for childminding. The childminder shows a very good approach to making improvements to her provision, to ensure children have positive experiences and requirements are met.

There are effective systems in place, to share information and keep parents informed about their children's care and learning. For example, detailed information is sought from parents and they are able to comment on the progress their children are making. All children's personal details are gathered from parents before they begin a placement and she is sensitive to their individual needs and interests when settling them in her home. The childminder is aware of the importance of liaising with other providers and agencies, to maintain continuity of learning and care for the children. She evaluates all areas of her service, to identify strengths and areas to develop and parents are actively involved in the process. As a result, she shows ambition, drive and vision, to develop the provision further to ensure positive outcomes for all children.

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

The childminder has a very good knowledge of child development and the Early Years Foundation Stage. She uses observations and identifies children's next steps very well, using this information to plan activities for children. Children's interest are included positively in the planning. She demonstrates excellent skills in engaging children in challenging and stimulating activities. As a result, children make very good progress towards the early learning goals. The childminder continually talks to children about what they are doing and makes their experiences a learning opportunity. Children are inquisitive and explore their environment with excitement and confidence. They become active learners and make choices about their play. Outdoor play is available and some activities are planned. However, the childminder acknowledges that more opportunities for outdoor learning will enhance their progress. There are good discussions with children about maintaining a healthy lifestyle. For example, the childminder talks to young children about brushing their teeth and uses simple discussion in every day activities, to make them aware of healthy foods. Children are developing a good understanding of how to keep themselves safe, such as, learning to keep their environment clear.

Children are developing a good awareness of number and counting. For instance, they enjoy number action rhymes and concentrate using their fingers to count. The childminder has a high level of awareness of interlinking different activities, to maximise children's learning opportunities. Children's language skills are developing well, because the childminder uses good questioning and listening techniques to help children think and demonstrate what they know. Children thoroughly enjoy their activities, they build dens, use feely bags and musical instruments.

Children form strong relationships with the childminder and each other. They are well behaved and are learning to respect each other, share and take turns. The childminder enables children to learn about similarities and difference, as she talks to them about their individual lifestyles, such as, where they live, their family and uses resources, so children will be prompted to learn about differences. They enjoy valuable experiences, which enables them to develop their skills in a learning environment.

## 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