

## Inspection report for early years provision

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| <b>Unique reference number</b> | 300014                |
| <b>Inspection date</b>         | 18/02/2010            |
| <b>Inspector</b>               | Yvonne Victoria Facey |
| <b>Type of setting</b>         | Childminder           |

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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 is registered since 1993. She lives with her husband and two sons aged 18 years and 15 years in a semi-detached house in Sheffield close to local shops and bus routes. Minded children have the use of all the downstairs area and there is access to a first floor bedroom for older children. There is an enclosed garden available for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding eight children in the early years age group. 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 safeguarded in the setting because the childminder has a good understanding of child protection issues and knows the procedures to follow if there were any concerns about children's welfare. Comprehensive policies are in place to ensure good practice is maintained. The childminder offers an inclusive setting where all children's individual needs are met. There are good links with parents and other providers to ensure continuity of care and learning.

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

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

- extend the outdoor play provision.

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

Children are safeguarded in the setting, because the childminder has a good understanding of child protection issues and knows the procedures to follow if there were any concerns about children's welfare. The childminder has devised and implemented her own comprehensive policies and these are shared with parents using her service. Detailed risk assessments and daily checks both indoors and for outings mean that children's safety is well promoted. The childminder practises evacuation procedures with all children to ensure they all know the procedure in cases of emergency. There are good systems in place to deal with any accidents, incidents and illnesses. As a result, children's health needs are well promoted.

Consistency of care is promoted as the childminder has a good understanding of the importance of maintaining close links with other settings and agencies involved in the children's lives. For example, the childminder shares the nursery's planning of activities and accompanies parents to parents evenings. As a result, there is

consistency and the service is tailored to meet their needs. Partnerships with parents are established and they are actively engaged in decisions about their children's care and learning. There is effective communication and sharing of detailed observations of children's progress and parents are given opportunities to express their views. For instance, through written questionnaires and verbal feedback.

Resources are effectively deployed so children are able to enjoy a wide variety of learning experiences that are interesting and stimulating. Toys and books are easily accessible and children make independent choices in what they do. The childminder effectively creates an inclusive environment through her good management of the different ages and stages of the group of children she cares for. She ensures that all children are able to participate in the activities provided. Children are introduced to diversity through effective activities and discussion where they can discuss and learn about similarities and differences.

Self-evaluation of the service is realistic and has a positive impact on the overall quality of service and improves outcomes for children. The childminder shows a very good approach and attitude to making improvements to her service which shows her commitment, ambition and vision for continuous improvement.

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

Children are happily involved in their play and they are interested in the activities that the childminder provides. They are making good progress in their learning because activities are planned across all the six areas of learning. The childminder effectively takes into consideration what children can do in planning their next steps. As a result, they are challenged and enjoy their learning. The childminder completes detailed and good assessment of children's learning every three months and uses this to plan activities and shares this with parents.

Children are inquisitive and explore their environment with enthusiasm and confidence and as a result they become active learners. They enjoy the company of other children and have developed positive relationships. Children's language skills are developing well. They enjoy stories and books and the youngest children are able to join in learning new words. Singing and action rhymes are also enjoyed and children regularly sing their favourite songs, such as 'old MacDonald'. The childminder is good at using activities and children's personal experiences to help them develop their skills. For example, during the story of a baby, the childminder asks children, 'who do we know who is having a baby?' Children show a sense of pride with what they have achieved. There are many opportunities for children to develop their problem solving and numeracy skills. For example, they discuss with the childminder how they are going to construct the train track to make the shape round and how much the spoons are going to cost in their shop.

Good daily practice and clear explanations from the childminder help children build up their understanding of keeping themselves safe. For example, older children understand that some toys are not suitable for younger children and keep them

out of reach and younger children explain why they need to keep the safety gates closed. Children demonstrate that they feel safe in the setting because they are confident and relaxed with each other and the childminder. The childminder positively supports children to learn about themselves and the community. She has a positive attitude to helping children become aware of the wider world through discussion and activities, and she has uses resources which promote diversity. They use the book 'if you could go anywhere in the world' for prompts for discussion of different countries, types of houses and different life styles. For example, they say they would like to live in a lighthouse and choose the Taj Mahal for the childminder. The children behave very well and the childminder supports young children effectively as they learn to share, take turns and be considerate of each other.

Children develop positive attitudes to being active. The childminder encourages them to walk to pre-school, play in the garden each day and they enjoy physical activity inside. There are sound opportunities for children to access outdoors, although this is an area for development to further enhance children's learning. Children are gaining a good understanding of the importance of healthy practices. Children of all ages learn about the uses of information and communication technology and problem solving, therefore gaining further skills for the 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

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|--|---|
| <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

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|--|---|
| <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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|--|---|
| 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

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| <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**

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| 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 |
|--|-----|