

## Inspection report for early years provision

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<b>Unique reference number</b>	300596
<b>Inspection date</b>	22/04/2010
<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 has been registered since 1999. She lives with her husband and their two children aged 16 years and 14 years in Sheffield. The ground floor and first floor of the house are used for childminding and the garden is used for outdoor play. The childminder is registered to care for a maximum of six children and there are currently seven children on roll attending on a part-time basis. Of these, six children are in the early years age group. The childminder is registered on the Early Years Register and on both parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children's individual care and learning needs are met effectively by the childminder. As a result, children are making good progress and the childminder provides an inclusive setting. The childminder has made improvements to the quality of her provision since her last inspection, which has benefited outcomes for all children. She has successfully evaluated all aspects of her provision, demonstrating a commitment to continuous improvement in the future. The majority of requirements have been met. Partnerships with parents are strong and links with other providers are beginning to be developed.

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

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

- ensure prior written permission is obtained from parents for each and every medicine before any medication is given (Organisation).
- 30/04/2010

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

- extend partnerships with other providers.

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

The childminder has a clear understanding of her child protection responsibilities and the procedures to follow to safeguard children in the event of any concerns. She has attended relevant training and has a good understanding of the signs and symptoms that may cause concern. Policies, procedures and records are well organised to secure the safe and efficient management of the childminder's provision. These include a complaints policy and a safeguarding children policy, which are shared with parents. There are effective steps taken to promote children's good health and well-being. The childminder ensures she uses good

measures to prevent the spread of infection. For example, toys and equipment are clean and children do not attend if they are ill. All accidents are recorded and parents sign to say they have been informed. The childminder obtains written permission from parents to administer non-prescribed medication and all medication given is recorded. However, the childminder does not obtain prior written permission from parents to administer prescribed medication. This is a breach of requirements.

The childminder has detailed risk assessments in place for both indoors and all outings. As a result, all potential hazards are eliminated. All areas of the premises are clean and safe. The childminder supervises children well and maintains ratios at all times. Space is used well to encourage independence. The childminder creates a positive learning environment in which children are independent and freely move around the premises to choose their toys and equipment.

The childminder has established effective partnerships with parents and she values their views and ideas to continue to improve her service and provide good quality care for all children. For example, parent questionnaires are used, as well as daily communication about what activities and achievements children have made. In addition, parents are encouraged to contribute to their children's learning by sharing what their children have achieved at home. The childminder offers parents the opportunity to take their children's personal file containing observations and photographs home so they can see how their children are progressing. The childminder has sound links with other providers to ensure consistency of care and learning. For example, she shares planning and includes this in the activities she plans for individuals. However, the childminder has not fully considered the information she shares with others about what she knows about the children that are leaving her to go to another setting. She has a system for monitoring and evaluating the quality of her setting to address any identified areas for improvement.

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

Children benefit from a good range of activities and experiences that help them to make good progress in their learning. The childminder carries out regular and effective observations of what children can do, clearly showing the areas of learning and their achievements. Effective planning provides a good focus of what children can do and their next steps in learning. There is a good balance of child-led and adult-led play. The childminder organises activities that include daily outdoor activities, visits and trips. Children are very happy and settled in the childminder's care and they demonstrate a good sense of belonging and self-esteem. For example, they explore their environment with confidence and are engaged in their chosen activities for long periods together or alone. Children also seek out support from the childminder when they feel a need for comfort and to help develop a particular skill. They count aloud and problem-solve as they play, such as when completing puzzles and counting fingers and toes as they draw around their hands and feet. Children use their imaginations well with role play and small world resources and music. For example, they dress up and pretend to

be tigers. They enjoy using different media and materials, such as paint and drawing materials.

Children behave extremely well. They are learning about the needs and feelings of others and, as a result, young children listen to each other, share and take turns very well. Children communicate their thoughts and needs with confidence, such as asking questions and expressing what they want and the activities they wish to engage in. They are learning about diversity in the wider world through the resources they play with and simple discussions with the childminder about their own families and where they live. Children feel safe and secure within the childminder's care, which they demonstrate through their confidence and independence with her and one another. They learn about keeping safe through everyday activities and guidance from the childminder. For instance, they discuss safety on outings and house rules are made to help children understand that there are hazards within their environment. The childminder encourages children to learn about being healthy through providing healthy snacks and maintaining healthy routines.

## 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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