

## Inspection report for early years provision

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<b>Unique reference number</b>	EY336158
<b>Inspection date</b>	27/01/2010
<b>Inspector</b>	Karen Cockings

<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.

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## **Description of the childminding**

The childminder was registered in 2006. She lives with her husband and three children, aged eight, five and two years in a village to the north of Sheffield, within walking distance of local schools, parks and other amenities. The ground floor rooms are used for childminding, with access also to the bedrooms and bathroom on the first floor. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time. She currently minds six children in the early years age range and two older children. She is also included on the compulsory and voluntary parts of the Childcare Register. She works on occasions with her mother as her assistant.

The childminder has attained a level 2 early years qualification and is working towards level 3. She receives support from the local authority.

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

Overall the quality of the provision is good.

The childminder recognises and values the uniqueness of each child, taking positive steps to engage them and include them fully. Partnerships with parents and with other settings are developing well, based on effective systems of sharing information. Most required documentation is in place, supporting the smooth management of the provision and promoting children's safety and welfare. The childminder accesses relevant training, builds links with other professionals and thoughtfully evaluates her practice to identify ways in which she can further improve outcomes for children.

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

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

- review and extend the written procedures for dealing with allegations against the provider and for children who are not collected
- explore further ways of building partnerships with parents and other settings to promote continuity of care and learning.

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

Children's welfare is safeguarded due to generally well defined procedures and the childminder's good understanding of her role and responsibilities with regard to child protection. Recent training has increased her knowledge and confidence to take the appropriate measures should she have any concerns about children in her care. She also teaches children about 'stranger danger' and how to protect

themselves from unwanted behaviours. Thorough risk assessments and daily checking systems help to maintain a secure environment for children and are regularly reviewed to address any new hazards. For example, the childminder has changed her school crossing point to a safer part of the road where there are fewer parked cars, now that there is no longer a crossing attendant to help them. Required records, policies and procedures are maintained well overall, promoting the safety and well-being of children. Some aspects of procedures are not clearly documented, such as the procedures for dealing with an allegation against the childminder, and for children who are not collected. However, the childminder has a good understanding of what she would do in these circumstances. The use of an assistant at busy times also helps to ensure that children are properly supervised.

All policies are shared effectively with parents, as is other information about the provision. The notice board is used well to display significant documents for parents to see on arrival. The childminder uses daily diaries for younger children as a way of communicating significant information to parents about the days events, with a weekly report sheet for school aged children. She gathers information from parents about their children, both verbally and in written form, which gives her a better understanding of children's interests, needs and starting points. The childminder's recorded observations of children are shared regularly with parents, whose comments are included as a way of involving them in children's learning. Questionnaires are used to seek more general feedback about the provision. The childminder fully recognises the importance of building strong partnerships with parents and with other settings involved in children's care. For example, she takes note of any planned topics in school so that she can extend activities at home and promote continuity in children's learning. She has good links with the local school and is keen to develop these partnerships further.

Children are cared for in a welcoming environment where the childminder takes positive steps to help children feel included and valued. She takes note of individual children's interests, such as a child's fascination with trains, and provides books and toys that will appeal. Many toys and books are easily accessible to children and the childminder has also compiled a photograph album of her resources, which is particularly helpful where there are communication problems. Children's growing awareness and understanding of diversity is nurtured through shared resources and activities, such as making a collage together of children from a wide range of backgrounds. The use of signing, pictorial systems and dual language books, effectively support children who have English as an additional language.

The childminder demonstrates a firm commitment to the continuous improvement of her provision. Recommendations from her previous inspection have been fully addressed and the childminder has attended a wide range of relevant training. She critically reflects upon her practice, using self-evaluation systems effectively to identify areas for future development.

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

Children enjoy the time they spend with the childminder and make good progress in their learning. They grow in confidence and develop a sense of responsibility as they help to prepare their own lunches and to tidy toys away. The childminder warmly acknowledges their achievements, commenting positively when she sees that they have been helpful and kind to each other. Older children discuss the house rules together and think about how they should behave in order to keep themselves and others safe and happy. Children learn to share and to take turns, which helps them to play cooperatively and to complete projects together. For example, younger children know that they need to take turns with the whisk when they mix the ingredients for baking.

Children's health and safety are given high priority by the childminder, who maintains good standards of hygiene within the home to protect children from the spread of infection. Children learn about safe hygiene practice as part of daily routines and activities, such as the importance of washing their hands before they bake and that the bowl will need to be washed again when a younger child has put it on his head. The childminder strongly promotes healthy eating by providing nourishing foods and involving children as much as possible in the preparation of meals and snacks. They carefully spread butter on their sandwiches, help to peel and chop fruit and to grow vegetables in the garden. The childminder chooses plants that will be easy for children to grow and she involves them in national healthy living programmes, which promote their awareness of the importance of 'five a day' and regular exercise. Children spend some time outdoors or being active every day. They go for walks and outings, use the large equipment in the park or play games of football and chase. Dancing and musical activities indoors also help to keep children fit and well.

The childminder has a good understanding of how children learn through play. She carefully explains things to them and uses questions effectively to support and extend learning. While baking, for example, she talks with the children about how much flour they will need and encourages them to watch the dial on the weight scales and count to six. They investigate the texture of the mixture and notice how it changes. The childminder makes sensitive observations of children as they play to help her to identify their interests and abilities. She uses these observations to monitor the progress children are making and to guide her planning, supported by reference to the Early Years Foundation Stage guidance materials.

Children build trusting relationships with the childminder and with her assistant. They snuggle up for stories to be read to them and listen intently, or they quietly tell a story to themselves as they play with small world figures. The childminder has identified that some children particularly enjoy musical activities so she ensures there are plenty of opportunities for dancing and listening to favourite songs and rhymes. Children explore their creativity as they make large scale paintings on the fence outside, or roll and pat dough into different shapes. Jigsaws of varying complexity are managed with growing confidence and children are encouraged to think and solve problems as part of their play and daily routines.

They work out how to fit the toys into the right sized containers, what they can do to make a wooden animal stand upright and how they can divide a piece of fruit to share fairly with each other. Children learn how to keep themselves and others safe both at home and while out and about in the local community. They become familiar with the procedures to follow in an emergency situation and know how to behave when near busy roads and in public areas.

## 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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met