

## Inspection report for early years provision

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<b>Unique reference number</b>	EY398843
<b>Inspection date</b>	25/03/2010
<b>Inspector</b>	Esther Darling
<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 registered in 2009. She lives with her partner and two children in Long Eaton, Nottinghamshire. School, shops and parks are close by. Access to the home is via a small step up to the front door. The whole of the downstairs of the house is used for childminding with one bedroom and toilet facilities on the first floor. There is an enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for five children under eight years at any one time and currently looks after one child in the early years age range.

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

Overall the quality of the provision is good.

Children are well supported because the childminder gets to know them well and provides a welcoming and stimulating environment where they feel valued. Children make good progress in their learning, and the childminder works well in partnership with parents resulting in clearly defined support for their welfare and learning. Strategies are in place to safeguard children. The childminder effectively maintains records, policies and procedures which support the day to day running of her business. She identifies various ways to monitor the quality of the service she provides, and has successfully recognised her strengths and the best methods to enable the improvement of the service she provides for children and their families.

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

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

- develop your knowledge of how children learn from the earliest age to value diversity in others and grow up making a positive contribution to society
- develop the use of observations and assessments to plan relevant and motivating learning experiences for each child

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

Children are effectively safeguarded from the risk of abuse or neglect as all members of the household have had the required checks to ensure their suitability. The childminder has been proactive in developing a very clear understanding of her responsibilities to protect children from abuse and what procedures must be followed if she were to have concerns about their welfare. Children are protected in the home and on outings because the childminder has recorded a comprehensive risk assessment which works very well in practice, thus identifying hazards both in the long term and on a daily basis. Areas used by the children are very well maintained, spacious and comfortable. Cross infection is minimised by

written systems including the storage and preparation of food. All of the required records are kept, and in addition, the childminder has written policies and procedures that are shared with parents and serve to provide an inclusive service. The childminder takes some steps to introduce children to the differences in society through resources such as dressing up outfits and dolls from different cultures, books and puzzles depicting diverse and positive images which challenge stereotypes.

The ground floor of the childminder's home is arranged in a manner that is conducive to the practicalities of caring for children. Toys and resources are organised so children can help themselves, for example, the new farm set which has been recently purchased based on children's keen interest on the subject of animals. A notice board in the hall way gives immediate information regarding the terms of the childminder's registration and first aid training and serves to reassure parents. The childminder has a very good understanding of the Early Years Foundation Stage. Accurately evaluative observations are made at regular intervals to assess children's progress and identify their next steps in learning. Children subsequently enjoy tailor made play activities, based on practical and first hand experiences. Some of these are pre-planned, and identify specific areas of learning for the individual child. Positive relationships are established with parents. The childminder ensures continuity and coherence by sharing relevant information with all parties, and is looking at ways to further involve parents in their children's time with her.

Children directly benefit from the childminder's accurate evaluation of her practice. Areas identified relate directly to improving children's experiences. These include, for example, attending many training courses and referring to documents to specifically support the children who attend. The childminder demonstrates ambition and a strong capacity to improve her service via differing methods.

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

Children make good progress in their learning and development such as physical skills, and knowledge and understanding of the world. The childminder gets to know the children and their families. Settling procedures take account of the needs of the child and the family. Children show a good sense of belonging and take an interest in their surroundings whilst interacting with the childminder and her own child. Children engage in activities that they enjoy because the childminder finds out what excites and interests them, such as playing imaginatively with the excitingly presented farm set and animals. The childminder understands how to extend learning in such activities by talking to children whilst they are playing to help extend their language and communication skills. Children show good levels of concentration at a young age and this is an important foundation for learning. For example, children are totally absorbed in playing with a mixture of rice and lentils as they scoop and pour, exploring texture and capacity.

Children develop their early literacy skills when they present a book of their choice to the childminder who holds them close whilst reading to them. The rear garden

is well used as a resource for discovery when children dig compost with increasing skill and plant apple seeds with the childminder's support. Regular visits to toddler groups give children the opportunity to find out about the local community and to socialise with other children. Overall the scope of activities indoors and out provide children with a good range of experiences across the six areas of learning. The children express their creativity whilst painting with their hands and different media such as rollers. The childminder reinforces this by displaying their work and using it as a topic of discussion and recognition of achievements. This enhances children's sense of self worth.

Young children are keen to follow the childminder's lead and wash their hands regularly, drying them hygienically on paper towels. Children reap the benefits of the sense of well-being that daily fresh air and exercise brings about whilst chasing bubbles or manoeuvring a ride-in car in the back garden. Children are well behaved and show an interest in other children. They have developed a close relationship with the childminder, who offers the comfort and reassurance they sometimes seek after a trip or fall. Skills for the future are developed when children play with appropriate toys to foster their knowledge of technology such as cause and effect, or books that play tunes.

## 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	3
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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