

## Inspection report for early years provision

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<b>Unique reference number</b>	259789
<b>Inspection date</b>	01/02/2010
<b>Inspector</b>	Sylvia Crawford
<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 registered in 1995. She is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. She lives with her husband and their three children aged 19, 17 and 12 years. They live in Houghton Regis, Dunstable, Bedfordshire close to local shops, pre-schools, and schools.

The childminder uses all downstairs for childminding which includes rest and toilet facilities. There is a garden available for children's outside play. The childminder takes children to the local pre-school and attends a toddler group on a regular basis.

The family have two guinea pigs as pets.

The childminder's registration permits her to care for a maximum of six children, three children may be in the early years age group. She currently cares for five children, of whom three children are in the early years age group. Children attend on a full and part-time basis. 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 satisfactory.

The childminder provides a warm and friendly environment which builds upon children's sense of belonging and confidence. Children are beginning to make progress in their overall learning and development as they enjoy a varied range of activities and experiences. The childminder has a good knowledge and understanding of her role and responsibilities with regard to safeguarding children and provides a safe environment for children. She builds and maintains positive relationships with parents and works with them to provide continuity of care for children. The childminder is beginning to evaluate her provision to identify areas for improvement, for example, further developing her knowledge of the Early Years Foundation Stage (EYFS).

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

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

- continue to develop effective systems to undertake sensitive observations and assessments to meet children's continued development and individual needs.
- develop the links between individual children's next steps and the planning and evaluation of activities to support children's progress towards the early learning goals
- ensure that the accident book contains all the required details

- further develop resources activities and experiences to help children to learn about the wider world, diversity and equal opportunities

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

Children are well protected because the childminder has a good understanding of her role in child protection and is able to put appropriate procedures into practice when necessary to protect children. The childminder is aware of the local safeguarding procedures, the signs and symptoms that would concern her and has relevant literature in place to refer to. She has a well written policy and shares this with parents to ensure that they understand her role and responsibilities in this area. Consequently, she is confident in her ability to know what to do if she has a concern for a child's welfare. There are written risk assessments in place to ensure that hazards are reduced and so children are able to play safely both indoors and outdoors. This allows children to gain confidence as they explore play opportunities and make choices about what they want to do. The childminder helps children to understand about keeping safe by practising the evacuation procedure so they know what to do in an emergency.

Children benefit from the good relationship the childminder has with parents and information is shared verbally and in written form to enhance the continuity of children's care. She requests initial information from the parents, such as, the children's likes, dislikes and any special requirements. This is so that she can ensure she is meeting all children's needs and they are being fully included in all aspects of the setting. There is a good range of toys and resources available although she has a limited range to reflect equal opportunities and diversity. The childminder deploys resources well to enable children to make choices and decision about what they want to play with. She is taking appropriate steps to ensure resources and the environment are sustainable.

The childminder maintains all required documentation such as children's records and parental permissions. However, the accident book does not carry full details. There are written policies and procedures in place to support the childminder's practice that she shares with parents. The childminder maintains a current first aid certificate and attends training on a regular basis to continually increase her knowledge and skills. The childminder has recently attended training on the EYFS and is becoming more familiar with the framework. She understands the need to work collaboratively with other settings that children may attend in order to fully support their learning and developmental needs. The childminder is beginning to develop a self-evaluation process so that she can make improvements and develop her practice to promote outcomes for children effectively.

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

Children are comfortable and able to relax in their surroundings, developing their confidence and self-esteem through the childminder's very good interaction and

support. This means children settle quickly into her home and become fully included within the setting. Young children receive lots of cuddles, eye contact and interaction from the childminder who ensures that she is familiar with their daily routines to help them feel secure. They are able to rest according to their needs. The childminder knows the children very well and is able to anticipate their needs, for example, when a child is unsure about a new activity. She has the skill to know when to be actively involved with the children and when to step back and let children play independently. Consequently, children learn to play together, to socialise, to share and to respect others.

The childminder talks to children constantly to encourage their emerging language and communication skills. She also uses action songs to support children's physical development and language and these contribute to their developing skills for the future. Children also enjoy stories and this provides them with opportunities to become closer to the childminder, as they extend their interest in the written word. The childminder uses everyday activities to support their learning and development such as talking about colours as they build bricks or counting the cars in the garage. She talks to the children about how old they are and how old they will be on their next birthday. Children respond to the expectations that the childminder has of them in a positive way and show an increasing ability to tackle challenge and learn new skills. For example, they play with the play dough and learn about making balls and circles, rolling and cutting. The childminder supports one child, who is unsure of the texture, to explore and enjoy the new activity. Children are generally progressing well as the childminder develops her knowledge of the EYFS. She is beginning to develop her own systems for observation and assessment which she is sharing with parents. However, she has not yet developed a system to link her planning, the evaluation of activities and children's next steps to be able to clearly demonstrate how she supports their progress towards the early learning goals.

Children thrive in a well organised and hygienic environment. The childminder promotes good behaviour through lots of praise and encouragement and helps the children to have good manners.

She is a good role model and encourages them to learn simple hygiene routines such as washing their hands before lunch. Children participate in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise and fresh air. The childminder has a good understanding of healthy eating, encouraging children to eat well and independently. She offers drinks frequently to prevent children becoming thirsty. The childminder develops sound working relationships with parents, sharing information and working in partnership for the benefit of the children. For example, she writes a daily diary that gives information to parents of their child's achievements and routines while in her care.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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