

## Inspection report for early years provision

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<b>Unique reference number</b>	300046
<b>Inspection date</b>	20/05/2010
<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.

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## **Description of the childminding**

The childminder has been registered since 1989. She lives with her husband in Sheffield. Local shops, schools and parks are within walking distance. The lounge/dining room is used for childminding, with upstairs access to the bathroom. Children have access to a fully enclosed area for outdoor play to the rear of the property. The childminder is a member of the National Childminding Association. She is registered to care for a maximum of six children of which three may be in the early years age range. She is currently minding five children in the early years age range who attend on a part-time basis. The childminder is registered on the Early Years Register, and the compulsory part of the Childcare Register.

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

Overall the quality of the provision is good.

Children enjoy their time with the childminder. They are making good progress in their learning and are cared for in a safe and inclusive environment. The childminder works in partnership with parents and other providers to identify children's individual needs and provide continuity of care and learning. The childminder has a good approach to improving her service and changes made since the previous inspection show a capacity to maintain continuous improvement. However, she has not fully developed effective systems for evaluating all aspects of her provision to strengthen priorities for improvement.

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

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

- develop evaluation process to help identify strengths and priorities for further development

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

Children are safeguarded by the childminder because she has a good understanding of protecting children and keeping them safe. The childminder understands her responsibilities with regard to child protection and clear procedures are in place to deal with any concerns raised. All required policies and procedures are understood and shared with parents. The childminder ensures her home is safe, secure and free from potential hazards. Clear risk assessments have been carried out for all areas that children have access to and for outings and trips. The premises are kept secure and safety equipment is in place as appropriate for children's individual needs. For example, safety gates and a fireguard are in place. As a result, children's safety is maintained. The childminder provides good supervision for children, allowing them the freedom to take reasonable risks to learn new skills. All required records are in place, including written permission for

obtaining emergency medical advice and treatment, children's personal details and records of all medication administered.

The childminder has taken positive steps to tackle recommendations made at the last inspection to improve her practice and outcomes for children. Relevant training has been undertaken to develop her knowledge and understanding of the Early Years Foundation Stage requirements and she has used this training effectively within her practice. There are a good range of age-appropriate resources where children can self-select and the childminder also offers well planned activities that focus on children's interests and learning. The childminder uses the play space well and older children are aware of the need for certain activities to be out of the reach of babies, to keep them safe. The childminder ensures that she adapts activities for all children so they are included at all times. She has a very good understanding of children's different learning styles and plans purposeful activities to enhance children's learning. For example, she introduces superheroes into children's play, and detective games that boys are particularly interested in, to help focus on the areas of learning.

Parents are encouraged to be involved in their children's learning and their views are valued. The childminder uses information gathered from parents about children's interests to enhance children's learning. For example, after a visit to the pictures children show an increased interest in dinosaurs, so the childminder plans this into the activities she provides. Parental questionnaires show that they are happy with the service overall. They make positive comments about the methods of communication and the good relationship built between the children and childminder. Children's progress is actively shared with parents and they receive daily updates of their children's achievements. Information about individual children's starting points are gathered and effectively used to plan activities. Partnerships with other providers are established and the childminder has a clear understanding of how these partnerships are to continually enhance children's learning. As a result, she has successfully developed and formed relationships to ensure all children's care and learning needs are fully promoted. The childminder has sound ideas for improving her provision and has attended a number of training courses to support her delivery of care and learning for children. However she has not fully developed effective systems for monitoring all aspects of her provision.

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

Children are happy and content in the childminder's care. The childminder is very knowledgeable about individual children and positively promotes their needs. She uses observations to obtain information on their interests and achievements. These are effectively used to plan stimulating and interesting activities for children. The childminder ensures children make progress in all six areas of learning through regular assessments which clearly identify any gaps in children's learning and their next steps. Children behave very well. They are encouraged to respect differences and know that they are valued because the childminder offers lots of praise and encouragement.

Children have ample space to be active within the childminder's home and have free access to the outdoor play area. They enjoy regular physical exercise and fresh air through visiting the park, dancing and activities in the garden. There are a good range of opportunities to develop communication and literacy skills. For example, children use a variety of crayons, chalks and paints to mark make. As a result, they are beginning to understand that print has meaning. Children eagerly explore activities of their own choosing. Babies learn new skills in all areas including simple technology skills such as pushing buttons and listening to the sounds. They babble and imitate and thrive on very good interactions and relationships with the childminder and other children. All children enjoy singing and respond with smiles and clapping when childminder sings their favourite rhymes, such as 'in-cey wincey spider' and 'the wheels on the bus'. In addition, young children are excited as they realise they are beginning to get the words in the right order. The children are learning to share toys and be respectful to each other through the childminder's gentle support and guidance. The childminder introduces numbers, colours and activities that help children with their numeracy and problem-solving skills, through everyday play and routines. For example, they enjoy matching games, completing puzzles and counting the number of steps they go down.

Overall, children are provided with good opportunities to develop all their skills, including their communication, problem-solving and technology skills. As a result, children are learning good skills for the future. Children are beginning to understand and adopt healthy habits and understand healthy lifestyles. This is because the childminder has discussions with them about personal hygiene and foods that are good for them. She also encourages parents to provide healthy lunches.

Children demonstrate that they feel safe within their environment and with the childminder as they explore freely and look to the childminder for support and comfort when needed. The childminder teaches children about keeping themselves safe and they continue this in their play. For example while role playing in the garden children tell the childminder that 'I can't go because a car is coming', which demonstrates that they are developing an understanding of keeping themselves safe.

## 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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