

## Inspection report for early years provision

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<b>Unique reference number</b>	300051
<b>Inspection date</b>	05/05/2010
<b>Inspector</b>	Lynn Rodgers
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1995. She lives with her husband and three teenage children, in a detached house in a suburb of Sheffield, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play. Care is offered Monday to Friday all year round. The childminder is registered to care for a maximum of six children under eight years at any one time and is currently minding 10 children, of whom, four are in the early years age group. She also offers care to children aged over five years to eight years. The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent and toddler group and regularly meets with fellow childminders. She is a member of an approved childminding network. The family have various farm and domestic animals as pets.

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.

The provider demonstrates a clear understanding of her strengths and areas for development, which effectively contributes to the ongoing improvement of the service. She is continually looking at ways to improve her setting and has successfully addressed the previous recommendations raised at the last inspection. Each child's individual needs are fully met in accordance with their parent's wishes. The childminder includes all children, respects them and ensures they are treated with equal concern. Planned activities focus on the children's ages and stages of development, however, their next steps in their development are not clearly defined.

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

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

- review the system for recording individual children's next steps to ensure they are specific to their stage of development.

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

The childminder takes her responsibility for safeguarding the children very seriously. She has the necessary documentation and procedures to ensure any concerns are dealt with immediately and parents are informed of her duty to inform the authorities of any concerns she may have. The childminder has a very good understanding of the procedures to follow and has written information

regarding this issue. There is a very clear system in place for managing risk assessment. All areas are checked daily and any hazards and the action taken duly recorded. There are separate sheets for outings, trips, vehicle transportation, places of interest, playgroups and shops. The children participate in regular fire evacuations and a record of these events is kept. The evacuation plan is displayed and all required safety equipment is in place and regularly checked. The childminder has updated her documentation in line with the requirements, and it is available for inspections. Self-evaluation is addressed positively through; the self-evaluation document, talking to parents and the children and acting upon their suggestions and comments. The childminder has a positive attitude to embed ambition and is intending to access and complete a relevant qualification in childcare and education. She intends to continue to provide care and education for the families and meet the children's developing needs. Resources are effectively used to enable the childminder to provide a wide range of stimulating activities for all children. She includes their favourite things, and presents them in an exciting and pleasing way to encourage children to play. All resources are age-appropriate, suitable for purpose and in excellent condition. The childminder takes into account the children's interests and capabilities. However, the children's next steps are not clearly identified to show the next stage in their development.

The effectiveness with which the setting promotes equality and diversity is good. The childminder ensures all children are valued, included and respected, and they abide by the house rules and behaviour is managed very well. The children are treated as individuals, with equal concern and have access to all activities and equipment. No child is left out and the childminder adapts activities to meet their changing needs accordingly. She warmly welcomes the children, always takes time to listen and respond to them and creates a friendly and welcoming environment. She gathers all relevant information at the admission stage and regularly reviews this with the parents. This information is used to meet the children's needs and ensure they have a good time. Parents receive excellent information by way of daily written and verbal feedback, to ensure they know what their children do and where they go. The children are regularly praised and encouraged, they have positive examples to follow and are all included. There are sufficient activities and resources to reflect diversity, and the childminder challenges inappropriate attitudes. Partnerships are well established with parents and other carers. There is a two way flow of information to ensure the children's well-being is fostered positively. The childminder has an excellent rapport with the children and they are happy and settled. The parents are welcomed, offered flexible working hours to accommodate shift patterns and have access to all policies and their own child's development records. Partnerships with local schools are developed, shared information ensures the children's transition into school is uneventful, smooth and friendly. The childminder passes on any relevant information and sends the children's end of year reports to the staff. The childminder has a very good awareness of what to notify the regulator about and is alert to any new legislation.

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

The children are taught to feel safe through being able to have supervised access to some danger to ensure they can recognise danger anytime. The childminder enforces road safety on outings and school runs, and makes sure children know to keep with her at these times. They have discussions regarding stranger danger, stray animals, what is dangerous in the garden, and in the parks. The children are fully supported and supervised at all times. The childminder is beginning to develop a workable system for formally planning children's everyday activities. These allow for diversity and children to add their own ideas and suggestions. She looks at what they can do now, takes into account their ages and stages of development, and their interests and dislikes. Each child is monitored and assessed to ensure they reach their individual goals. Her comments are supported with photographs linked to the areas of learning achieved. There is a separate file for each child, with examples of their work, details of their progression and their next steps. The children's growing independence is clearly defined as they follow daily routines, and handle food and the family pets. They show skills in social development, share, take turns and respect each other. The children are capable, confident and know when to ask for help. They know right from wrong, help to form and follow house rules and help each other. The childminder ensures children develop a healthy lifestyle as they are provided with nutritious foods that meet their dietary and religious requirements. They have plenty of opportunity to access fresh air and exercise and follow daily routines to enhance their personal hygiene skills.

Physical development is fostered as children have access to free-flow outdoor play. They take part in visits to the park, woods, and access a good selection of age-appropriate outdoor equipment. The children show fine manipulative skills in everyday activities and enjoy what they do. The children are creative and they use their imaginations, draw, paint, make models and access a variety of role play situations. Most children are articulate and chat easily about home and what they do at school. They socialise with other adults and children and respond to the childminder positively. The childminder asks open ended questions, and is beginning to teach basic signing, to encourage the younger children's language development. The children are able to problem solve and work out things for themselves. They play with water and sand to extend their knowledge about volume, construct models, and name some colours, numbers and shapes. They have access to electronic games, a laptop and other television games, and use appropriate maths language when playing. The children's knowledge and understanding of the world is fostered as they help to care for the families pets. They plant, have food tasting sessions, take part in other festivals and celebrations, and use natural objects to make pictures. The children are involved in wildlife projects and are very knowledgeable about their care and habitats. They go on outings and trips, talk about the seasons and ever changing weather patterns and have access to books and stories that focus on other people and cultures. The children are beginning to make a positive contribution as they are encouraged to behave well, respect each other and adults who care for them. They are taught good manners, sit together to eat and play harmoniously. The

older children help the little ones, are kind, considerate and show feelings of concern for each other and are able to make appropriate choices and contribute to the group. Skills for the future are apparent in activities that encourage the children's keyboard skills, and they can sort and put things into categories. They show enthusiasm, excitement, want to learn and are eager to please. They are beginning to understand the wider world, demonstrated through their play and communications. They socialise with other children from different cultures and backgrounds and enjoy exploring the local and wider environment.

## 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