

## Inspection report for early years provision

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<b>Unique reference number</b>	EY271374
<b>Inspection date</b>	25/06/2010
<b>Inspector</b>	Lynn Rodgers
<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.

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 2003. She lives with her husband and two children aged eight years and four years, in a quiet residential area of Auckley in Doncaster, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's house, plus the first floor toilet facilities and two children's bedrooms, are 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 four children under eight years, at any one time and is currently minding five children, of which two are in the early years age group. She also offers care to children aged over five 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 a cat and two rabbits as pets. The childminder is a member of the National Childminding Association.

The childminder is registered on the Early Years Register, the compulsory and voluntary part of the Childcare Register.

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

Overall the quality of the provision is good.

The childminder demonstrates a good understanding of her strengths and areas for development, which effectively contributes to the ongoing improvement of the service. The childminder effectively meets children's individual needs through, discussions, communication, observations and assessments. She discusses all issues with the parents, takes into account children's interests and respects both the parent's and children's wishes. The childminder has a very positive attitude to continuous improvement. She accesses relevant training to enhance her personal development and is open to any suggestions that will support and improve her setting, which in turn, helps her to self-evaluate what she does in a very positive way. However some documentation requires updating in line with the requirements.

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

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

- ensure the child protection statement makes reference to any allegations against self or family members
- keep a clear record the names of the persons who have parental responsibility for the children.

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

The childminder shows good awareness with regard to safeguarding the children. She is knowledgeable and demonstrates a good understanding of the procedures to follow and makes it her first priority to ensure all parents know of her duties and responsibilities. There is a comprehensive written policy that contains details of serious injuries and who to contact. However, she has not included the procedure for dealing with any allegations against herself or a family member. She keeps up-to-date with any new legislation and training. The system for carrying out risk assessment is robust, clear, well documented and any hazards and the action taken are duly noted and dated. She encourages the children to participate in regular fire drills, all fire fighting equipment is in place and available. Most documentation is in place, however, the childminder has not clearly recorded the details of who has parental responsibility for the children. The childminder has successfully completed the self-evaluation record and evaluates her practice in other ways. For example, by identifying areas for improvement and providing parents with questionnaires, which asks for suggestions and ideas. The childminder has positive views of her ambitions for the future and wants to continue to provide the best possible care and education for the children. She plans to do this by, reviewing and accessing training, continuing to develop her knowledge and understanding, and continue to meet the welfare requirements. The exceptional, wide range of resources are effectively used and are rotated according to children's interests, ages and stages of development. She ensures they are very well presented to the children and always sets out their favourite items for when they arrive. Toys and equipment are in excellent condition, conform to safety standards and are easily, and freely accessible.

The effectiveness with which the setting promotes equality and diversity is reflected in the positive attitude of the provider and through her effective use of the wide range of resources reflecting diversity. She encourages the children to learn about the wider world and helps children feel they belong. The childminder gets to know them well, establishes their interests, listens to what they have to say and spends equal amounts of time with all of them. She uses her knowledge to focus activities specific to extending children's awareness and understanding of other people and cultures. Parents are welcomed at any time, they have discussions, receive daily feed back about their child's day and have access to their child's development file. The childminder offers flexible care and hours, she listens to them and rings them if they need to speak confidentially. She shares all policies, procedures and other relevant information. Children are beginning to understand and accept the needs of others and to help one another. The childminder sets good examples for them to follow and has achievable expectations of acceptable behaviour. She positively praises and encourages the children to behave well and enjoy their learning, giving them support and guidance. Partnerships are developed through good communication and strong links with the local schools and nurseries. Staff know which children she cares for and they pass on any relevant information, for her to give to the parents. She takes an active part in the school curriculum and supports staff with details about the children, that is relevant for them to have. There is a written complaints policy, which is shared with parents

and they know the procedures to follow. Children's information is thoroughly documented and regularly updated. Parents contracts are up-to-date and periodically reviewed. Medication, accident and incident records are clear, the daily register shows when children attend and the childminder has valid insurance and appropriate first aid training. The childminder interacts well with the children, engaging them in meaningful activities to challenge and stretch their imaginations. She has examples of what children do and many photographs showing the wide range of activities that she provides. The premises are clean, well maintained throughout, child friendly and space is effectively organised to suit the varying needs of the children.

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

The childminder is beginning to develop a workable system for the planning of activities that focus on the six areas of development. The planning is relatively informal to allow for children to use their own ideas and diversify. The childminder keeps a record of what the children do and their next steps are identified appropriately. Observations and assessments are carried out and the younger children have the learning journey booklets, which are regularly filled in by the childminder. The childminder monitors children's overall progression, and focused observations provide and identify the children's next steps. The children's starting points are established at the initial visit then observed during the settling in period. They are then regularly reviewed to ensure children are making sufficient progress. Personal, emotional and social development is fostered through support and good interaction. The childminder is attentive, meets children's individual needs accordingly, and positively encourages and praises them. Children make a positive contribution and behave well, they work together and help each other. The children are able to wait their turn, share and talk about what they are doing. Children are familiar with the routines of the day, know what is allowed or not, and show concern and kindness towards each other. The children access some form of physical development each day, either robust outdoor play or in everyday activities that extend coordination and skills. Children's creativity is developed through a wide range of media, such as baking, role play, cutting and sticking. They are encouraged to use their imaginations, through a variety of role play situations. They access and read books and tell each other stories and are able to sit, listen and recall the story.

Their knowledge and understanding of the world is ongoing and they participate in discussions about the local and wider environment, cultures and festivals. There is good communication between the childminder and the children. The children are friendly, respond to each other and adults, they talk openly and freely about home and school. They tell stories and make up songs, interact together, and they can follow and take instructions. They show excitement in what they are doing, and chatter away to each other. Children are able to sort, recognise shapes and compare and use mathematical language. They are beginning to count in sequence, can name most colours and construct models, play board games and work out some things for themselves. The childminder talks to the children about keeping safe. They discuss not touching stray animals, the importance of not going

with strangers and are encouraged to tidy toys away. The childminder encourages the children to tell her if they are upset or don't feel comfortable about someone or something. They practise fire drills regularly, know about road safety and wear reflective wrist straps when out. Children know to keep close to the childminder when on outings and on the school run. Children are fully supervised and never left alone with any visitor. All required safety is in place and the childminder is vigilant with the children, ensuring they follow daily routines to prevent the spread of infection. Food served is healthy and nutritious and the childminder respects parent's wishes and adheres to any dietary or religious requirements.

## 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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