

## Inspection report for early years provision

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<b>Unique reference number</b>	EY279773
<b>Inspection date</b>	17/06/2010
<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 was registered in 2004. He lives with his wife and their two children, aged nine years and five years in Sheffield close to schools, parks, nurseries and a children's centre. His wife works with him as a co-childminder and they also work with an assistant. The ground floor of the home is used for childminding. There is a fully enclosed garden for outdoor play. The childminder is registered to care for a maximum of five children under the age of eight years at any one time. When working with an assistant or co-childminder they can care for a maximum of nine children at any one time. There are currently 11 children on roll attending various sessions, of which 10 are in the early years age group.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. He is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children are very happy and settled in the childminder's home. They engage in an excellent range of activities that support individual interest and enables them to make rapid progress in their learning and development. Children are cared for in a safe and very welcoming environment. Good partnerships with parents and other settings ensure continuity of care and learning, and individual needs are effectively met. The childminder has a good attitude to continue to improve the service offered and improve outcomes for children.

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

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

- extend the evaluation system to further improve the setting and all outcomes for children.

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

The childminder has a good understanding of safeguarding issues and is aware of the procedures to respond appropriately to any concerns and children are kept from harm. The childminder has attended training on safeguarding and this is regularly updated to ensure correct procedures are in place. Clear risk assessments are used to ensure the premises are kept safe at all times, these include assessments for outings and trips. Emergency evacuation is practised with all children and fire detection equipment, such as smoke alarms and fire blanket. The childminder supervises the children very well and is sensitive too their individual needs, he ensures they have access to a wide range of safe and suitable toys and

equipment.

Comprehensive policies and procedures ensure the safe management of the children and promote children's welfare, learning and development. All adults working with children have been suitably vetted and all have completed a first aid course. Required information is shared and gathered from parents when children first start. They are informed of all policies and procedures, and details of children's individual needs are collected and recorded. Self-evaluation broadly takes into account the views of the assistants, children and parents.

He has used the self-evaluation process to help him to reflect upon his practice and identify areas for future development. Good links have been established with parents and other agencies involved in children's lives. This ensures that children are included in the setting and promotes continuity of care and learning. The childminder engages children in learning about their own cultures and recognising differences and similarities. For instance, they discuss where their families come from and share discussions about different countries. Children's starting points and capabilities are gathered at the beginning of the placement to ensure that children's learning needs are planned for. Overall the childminder's work well together to ensure children's needs are met.

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

The childminder demonstrates that he uses observations and uses this information well to plan fun and stimulating activities. This ensures that children are making good progress towards the early learning goals. Daily routines provide a familiar structure and a link between home and the childminders. The childminder is sensitive to children's needs, and has taken into account their interest and individual needs. He provides a caring and conducive atmosphere, where children can freely explore and express themselves. Children are developing their independence and making individual choices. The childminder's caring attitude enables children to have a sense of belonging and their individual needs are being met enabling them to enjoy their learning. Children are well behaved and the childminder gives clear and simple explanations, with lots of praise and encouragement. As a result, children are confident and have high self-esteem.

Children engage in interesting and fun activities while in his care. Outdoor experiences are an integral part of children's learning. They grow a range of plants and vegetables, such as beans, beetroot and sun flowers, and there are very good discussions with children to recall and reflect on what they have learnt. For example, they discuss what colour the vegetables have to be before they can eat them and children excitedly name the plants themselves as they see them grow and change. Children use their physical skills well as they climb, kick footballs and use soft play areas. Children are inquisitive and ask questions about things they see and learn. For example, they ask 'what does shade mean?' a child looks on the floor and touches a shadow 'is that the shade?' The childminder gives simple effective answers and allows the children to think for themselves. Children thoroughly enjoy singing and choose their favourite action rhymes, such as 'wind

the bobbin up' and 'the wheels on the bus' where all children join in.

Children have a good understanding of how to keep themselves safe, because the childminder uses everyday experiences and simple rules to help them understand. For example, young children know, not to go near the cooker when hot lunches are being prepared. They form good relationships with each other and the childminders. They seek support and ask questions as they play in a relaxed atmosphere, where they form good friendships and show each other respect. This demonstrates how children are confident and feel safe in the setting. The childminder observes children's play and carefully evaluates their achievements, sharing this with parents. Children behave very well and develop a positive awareness of themselves and others. The childminder ensures children are provided with healthy, nutritious meals and snacks, they are encouraged to have regular drinks during the day. Children's independence is encouraged at mealtimes and the childminder promotes their social skills through encouraging all children to serve themselves at lunch time.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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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