

## Inspection report for early years provision

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<b>Unique reference number</b>	209801
<b>Inspection date</b>	14/04/2010
<b>Inspector</b>	Jayne Rooke
<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.

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 was registered in 2001. She lives with her husband and two children aged 16 and 18 years in Mile Oak Staffordshire. The whole of the ground floor and one bedroom on the first floor of the premises is used for childminding. There is a fully enclosed garden available for outside play. There are shops and schools within walking distance. Children are taken on local outings to the park and to a local carer and toddler group. The childminder takes and collects children from local schools and pre-schools. The childminder has two dogs and two rabbits.

The childminder is registered to care for a maximum of six children at any one time. There are currently nine children on roll, three of whom are in the early years age range. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide overnight care for one child.

The childminder has procedures in place to support children with special educational needs and/or disabilities and who speak English as an additional language. There is suitable access to the ground floor of the property for people with disabilities, toilet facilities are available on the ground and first floor. 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 good.

Children are included, safeguarded and their good health and wellbeing is supported well. The childminder builds strong and trusting relationships with all those involved in children's care to ensure that each child's needs are met. Children are meaningfully engaged in purposeful activities which helps them to make good progress in their learning. Development records are clearly linked to the early learning goals in most areas and consistent information is shared about children's progress and welfare. The childminder uses informal self evaluation methods well to inform and improve her practice, identifying clear goals to enhance her professional knowledge and skills. She has taken appropriate action to address the recommendation from the previous inspection, ensuring that the dogs are housed in separate enclosures outside. Informative policies and procedures are clearly linked to the welfare and learning requirements.

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

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

- identify clear learning priorities to plan the next steps in a child's developmental progress
- use the Ofsted self evaluation form and quality improvement processes as the basis of ongoing internal review, assessing what the setting offers against

robust and challenging quality criteria.

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

Children's safety and security is highly regarded. All of the necessary documentation is in place and is regularly reviewed to ensure it is up to date. There is a clear system in place to record who has legal contact and who has parental responsibility. Children's attendance is accurately recorded and daily routines are well managed, taking into account children's patterns of attendance and individual interests. The childminder is fully aware of all safeguarding procedures and has good systems in place to ensure that children are protected from harm and neglect. Risk assessments are detailed and cover all aspects of the home and outings and children remain under the close supervision of the childminder indoors and outside. Children learn how to keep themselves safe as they take part in a regular fire evacuation drill and are clear about safety rules when they are outside of the home. Effective safety measures such as hi-viz clothing and accessible emergency contact details ensure children's safety at all times. The childminder pays close attention to pet hygiene, ensuring that all areas used by the dogs are kept clean and are inaccessible to children.

The childminder is keen to drive and secure continued improvement within the setting. She uses her existing professional knowledge and understanding of the Early Years Foundation Stage to best effect and has a good understanding of equal opportunities issues. As a result, children benefit from a warm and welcoming environment which helps them to feel settled, safe and happy in their surroundings. A wide range of resources are attractively set out and are easily accessible so that all children can make choices in their play.

Parents and carers are welcomed into the childminder's home through introductory visits before their children start to attend. Information about their child's care and wellbeing is regularly exchanged both verbally and in writing. The childminder forms strong and trusting relationships with the children and their parents ensuring that children's individual needs are sensitively managed and supported. Parents receive detailed information which helps them to understand the childminder's policies and procedures. Their suggestions and comments are actively sought so that they can work closely together to ensure continuity of care for each child. The childminder is fully aware of the complaints procedure, she keeps appropriate information and records to ensure that parents and carers can pass on any compliments or concerns. She fully understands the importance of effective partnerships with all those involved in children's welfare and learning so that children receive consistent and complementary care. She is an active participant in local schools and community services which enhances children's learning and development.

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

Children are content and enjoy their time at the childminder's home. They are actively engaged in a well balanced programme of adult led and child choice play which builds on what they already know and can do and which successfully supports their knowledge and skills across all of the areas of learning. For example, children enjoy continuous indoor and outdoor provision which offers many opportunities for them to explore, investigate and use their creativity and imagination. They learn how to handle a range of tools as they dig in the soil and plant seeds. They collect water in the watering can so that they learn how to nurture plants into healthy growth. They learn how to care for living things, taking care of pets in the garden, feeding the ducks and squirrels in the park and by observing animals and insects in the natural environment. 'Beat baby' pets help children to express a range of emotions as they use this imaginative play resource during circle time discussion and to take home to record their adventures. Children enjoy sensory play, using household materials to make different light and sound instruments, they become excited as they watch how the bubbles show different light patterns in their water play and thoroughly enjoy tipping and pouring water into different sized containers. They play imaginatively in the playhouse in the garden and choose from a wide range of activities and games indoors which helps them to learn how to share and take turns. They are physically active on small and large play equipment in the garden, a particular favourite being the trampoline. They show a keen interest in books and reading and benefit from varied outings to local areas of interest and community facilities such as the library and the swimming baths. The childminder actively engages children in the inspection process using a useful resource book which helps children to understand the meaning and purpose of an inspection. As a result, children are keen to express their views about all of the 'lovely things they do' whilst they are with the childminder. Older children say that they are happy and feel safe at the childminder's home and younger children are comfortable and settled in the company of adults and other children. They move freely and safely around the home, confidently choosing their activities and areas of play. Children follow good personal hygiene routines and understand the importance of keeping themselves clean to prevent illness and infection. Their individual sleep and rest routines are well managed and they enjoy nutritious meals and snacks. Children develop a positive interest in other cultures and beliefs and become aware of the wider world as they use varied resources and play activities which promote diversity. They use 'persona style' dolls in their imaginative play which helps them to express their views and feelings and to develop a sensitive approach to people's differences and similarities.

The childminder is a good role model, she speaks positively and kindly to children and gives them time to discuss, initiate and manage their own play. She skilfully engages children in conversation, encouraging their language and communication skills. Children smile proudly as they receive a sticker reward for being 'very clever' and for behaving well. They understand what is expected of them because realistic goals and boundaries are clear and achievable. Children are happy to play on their own and in a group and enjoy individual time with the childminder. Observation

and assessment information is utilised well to inform future planning. This ensures that the programme of activities is tailored to promote individualised learning and to ensure that each child's needs are identified and accommodated. However, learning priorities to plan the next steps in a child's developmental progress are not always clearly identified. This potentially minimises opportunities to extend children's knowledge and skills further.

## 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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