

## Inspection report for early years provision

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<b>Unique reference number</b>	210016
<b>Inspection date</b>	16/04/2010
<b>Inspector</b>	Patricia Webb
<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 2000. She lives with her husband and two teenage children aged 14 and 16 years in Huntington, Staffordshire. The whole of the ground floor of the childminder's house is used for childminding including toilet facilities. Additional use is made of a first floor front bedroom for siting a travel cot for a sleeping child. There is a fully enclosed garden for outside play. The family have three pet guinea pigs and a dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children on roll in this age group. The childminder also offers care for older children and this provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association (NCMA) and holds two Level 3 qualifications in Childminding Practice and Early Years Childcare and Education.

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

Overall the quality of the provision is good.

The very capable and enthusiastic childminder is skilled in acknowledging each child as a unique individual. All children are supported appropriately in order to make very strong progress in their development and learning in a stimulating environment that emphasises a family-orientated approach. The process of self-evaluation is highly effective in reflecting on the impact of the provision on children's attainment and achievement. Whilst the childminder is fully conversant with the Early Years Foundation Stage, some of the written policies have not been fully updated to reflect this and some hazards have not been included wholly in the risk assessments.

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

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

- improve the risk assessments by ensuring that they cover anything a child may come into contact with such as the building debris in the garden
- review the policies and procedures to ensure they reflect the Early Years Foundation Stage fully.

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

There is a very strong commitment from the childminder to continuous improvement which promotes positive outcomes for children. Comprehensive

documentation is in place to support the requirements for the safe and efficient management of the provision and parents receive their own copy of all of these, signing to indicate that they have read and understood them. However, this is slightly hindered as some policies have not been fully updated to refer clearly to the Early Years Foundation Stage framework. Safeguarding of the children is a key priority for the childminder who has attended and updated relevant training in this aspect of childcare. All adults in the household have been fully vetted and the childminder has arranged emergency cover and support from other registered childminders who are known to the children and their families. The childminder is diligent in her supervision of the children with regard to their safety both on and off the premises. Detailed risk assessments are used to ensure effective action is taken to eliminate identified hazards although some risks have not been fully referred to such as the debris in the garden from the recent building work carried out. This work has left some exposed rubble and hardcore and the temporary step down has not been included. However, the childminder accompanies children when they play outside and has taken highly effective action to address other issues such as the use of the trampoline, gaining written parental consent and instructing children in safe use of the equipment.

The childminder's self-evaluation document offers an accurate reflection of the strengths of her provision and she carefully analyses what is required to secure further improvements, taking account of comments from other sources. These include parents' views, discussions with other childminders and the childminder's awareness of how the children settle whilst in her care. The organisation of the home encourages purposeful play and activity as their intrinsic characters and preferences are discussed with parents and carers. Parents cite her flexible and dedicated approach as key strengths when selecting her services and feel that their family input is highly valued and respected by the childminder. This is evident in the records for each child's progress as the families are encouraged to proffer information and photographs to promote the child's background and enable the childminder to gain an insight into the members of the child's family. Partnership working with other agencies and providers is very strong as the childminder is keenly aware of the need for consistency and coherence as children move between providers. For example, one child shows great prowess in early emergent writing skills and discussions with the school the child attends has helped the childminder to use compatible activities and resources to promote further progress.

The childminder demonstrates a clear awareness of inclusive practice taking account of individual characters and interests. Local resources such as the parks, woods and social groups help children to extend their awareness of the wider world and develop their social skills. There is a clear enthusiasm for the work and the childminder is highly motivated in attending relevant training and gaining suitable qualifications in early years and first aid thereby enhancing children's experiences and welfare.

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

Children make very clear progress in all areas of their development and learning. The childminder has implemented the Early Years Foundation Stage with great insight into how children learn through their play and activity. They participate in a well-planned blend of independent investigation and adult-led activity, developing their naturally inquisitive interest in the world around them. As part of the recent evaluation of the provision, the childminder has sought to try different ways of recording the observations and assessments of children's development. She is self-critical in this, eager to secure this aspect of the framework. The current format evolving is child-friendly, values and respects the information provided by parents and carers and results in highly effective mini reports and assessments at the end of each theme or topic. These are shared with parents in written form, enabling parents to add their own comments and respond to some guidance and information from the childminder regarding how parents can become actively involved in their child's learning and development at home. This then informs the planning for the next steps in their progress. For example, one parent writes about continuing the bug-hunting activity at home as her child now seeks them out with great glee.

Children are extremely settled and very much at ease in the childminder's care. They appropriately seek out other members of the family for additional support in their play, such as engaging the childminder's son in construction and art and craft activities. The childminder is skilled in developing children's critical thinking skills as she uses open-ended questions. For example, during a discussion about 'opposites' the child refers to some pairs such as 'in and out' and 'up and down'. The childminder then extends this by saying that she will try to 'trick' him by thinking of some more difficult pairs. She is delighted when the child gleefully responds to 'black' with 'white' and 'quiet' with 'noisy' for which the child receives well-deserved praise.

Great excitement erupts as a child spots the various birds in the garden and immediately fetches the pictorial sheet to help him identify the birds. In using the proper binoculars, the childminder asks the child to consider the 'focussing' of the equipment if the view is blurred. Such high expectations and understanding of what children can learn through fun and play-based activities is instrumental in children making outstanding progress in enjoying and achieving across all areas of learning. Babies and toddlers are encouraged to reach their key milestones and they use equipment and activities effectively supported by the childminder who has a sound knowledge and understanding of child development. Children are enabled to develop a sense of self as they giggle when they discover their own reflection in safety mirrors and benefit from eye-to-eye contact and differing facial expressions as first steps to communication. Very good use is made of nearby venues to extend children's experiences as they participate in Forest school activities and visit an agricultural centre to observe the various animals and learn about their care. Children's behaviour is very positive as they take note of the positive role models provided by the childminder and her family. Good manners, kindness and sharing are concepts that are fostered by example and reinforcement, in close partnership

with parents, particularly where any issues may occur. This ensures a consistent approach is worked out and that children are supported effectively, particularly when they experience strong emotions or feelings.

Children's health and well-being are promoted positively. Each child has their own towels and follows well-practised routines for personal hygiene, washing their hands and attending to runny noses with care. The childminder and her family are all involved with the St John's Ambulance Association and consequently minor accidents and injuries are managed very efficiently. Whilst parents provide the children's main meals, discussions take place regarding suitable healthy options and the correct storage of certain items is adhered to. When some meals require heating through, the childminder takes care to use a probe to ensure the temperature is correct and thereby reduce the risk of contamination or spoilage. Children are encouraged to become aware of their own safety through gentle and sensitive support and guidance. They learn about crossing the road safely and can relate the 'rules' for using the trampoline. They also participate regularly in fire drills and have met the adults used by the childminder for emergency cover, thus reducing the risk of anxiety and upset should such an incident occur.

## 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	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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