

## Inspection report for early years provision

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<b>Unique reference number</b>	210378
<b>Inspection date</b>	08/06/2010
<b>Inspector</b>	Dianne Andrews
<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 has been registered since 1996. She lives with her husband and three children, aged 23, 18 and 15 years, in a detached house in Wolstanton, Staffordshire. All areas of the property are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is a member of the National Childminding Association. She regularly attends the local playgroup and meetings for childminders and their children and also runs a local carer and toddler group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and can care for up to six children aged under eight years at any one time. She presently has seven children in this age range on roll.

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

Overall the quality of the provision is good.

Children are cared for in a welcoming, child-focused environment and experience close and warm relationships with the childminder. This helps them to feel secure and very well settled in the setting. The childminder recognises each child as an individual, supporting them effectively to fully promote their welfare and development. Close partnership working with parents, carers and other provisions children attend enables the childminder to ensure that children's individual needs and routines are met well. She has a good understanding of children's preferences and interests and uses these to provide them with activities and experiences that effectively support their learning and development. The childminder has a realistic view of current practice and how to develop further and she regularly pursues ongoing professional development training opportunities.

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

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

- develop written risk assessments further so that they cover anything with which a child may come into contact
- develop further the use of planning, observation and assessment to identify learning priorities in all areas as children progress towards the early learning goals
- develop further evaluation systems in order to continually seek ways to improve the quality of the learning, development and care for children.

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

The childminder fully understands her role with regards to protecting children in her care and has appropriate systems in place to ensure they are safeguarded. Her

child protection policy supports her practice and is made available for parents. Criminal Record Bureau checks are held for household members to provide reassurance to parents that they are suitable to have contact with children, although one such check requires updating in line with Ofsted procedures. Essential records for recording accidents, medication and children's attendance are kept accurately and are up to date. A record of visitors to the setting, to ensure children's welfare is fully promoted, has recently been introduced. Children's safety is effectively considered within the home and while on outings. Daily checklists are completed to promote children's safety and there is a policy to support the safe use of large play equipment. However, recorded risk assessments do not comprehensively cover all things children may come into contact with.

Space and resources are well organised and the childminder ensures that resources effectively meet the needs and individual requirements of the children attending. Children develop secure, trusting relationships within the setting, which are enhanced through the well-established relationships between the childminder and their parents. References provided by parents detail their absolute satisfaction with the care service the childminder offers. They make comments, such as, 'I can always rely and depend on the childminder...she has a very reasonable and flexible approach'; 'she is sensitive to my child's extra needs, developing a personalised approach to her support' and 'our children's development has really progressed and they really enjoy all of the activities that they do with her'. Daily verbal communication between the childminder and parents is effectively supported through the completion of children's individual books showing photographs and some observations of their progression and achievements. However, although the childminder knows the children very well, the documented planning, observations and assessments do not effectively show how children are achieving consistently in all areas of the early learning goals, to ensure there are no gaps in their development. The childminder works effectively together with the local nursery under a 'Buddying Scheme'; she liaises with key workers and has access to weekly planning sheets to promote continuity. She also has close ties with the nearby school and takes and collects children from there each day. These relationships help children make a smooth transition to new learning and social environments.

The childminder is a very experienced child carer, she accesses training opportunities and obtains advice from other practitioners to further help develop her knowledge and to ensure she is up to date with current legislation and guidance. She knows and uses the Early Years Foundation Stage documents and has begun to use self-evaluation as a tool to help her develop her service further.

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

Children feel safe, happy and content in the care of the childminder, this is evident as they offer hugs and respond positively to her while they play together. They know the daily routines and recognise, for instance, when it is time for their rest. Parents' comments confirm that their children settle quickly with the childminder and thrive while in her care. The childminder interacts well with the children during their play and regularly explains what she is doing and describes what they are

doing, modelling language effectively to encourage development of these skills. Their interests are reflected well in the stimulating range of good quality resources, from which they confidently select those that appeal to them. They play contentedly and move confidently around the home; they are supported in taking an active role in their learning and in developing positive attitudes to this. They choose books from the accessible shelf and happily look at the pictures and discuss what they see. They use the good range of writing materials, such as, notelets, diaries and address books to begin to make marks and to write for a purpose. The youngest children reach for interactive toys, which are within their grasp, they explore them and respond with pleasure.

The childminder and her family have adopted a healthy lifestyle with regards to diet and exercise, and this provides a good role model for the children in her care. Children are provided with healthy nutritious snack and food options and they access drinks regularly throughout the day. They develop a good understanding of the importance of following effective personal hygiene routines as they wash their hands before snack time and after using the toilet before they go for a sleep. They benefit from good opportunities to be active through play, outdoor and social experiences. They attend a wide range of community groups where they make use of equipment, such as, soft play, take part in planned activities, for instance, dressing up and water play, and participate in singing and rhyme sessions.

Children's emotional development is promoted well and they gain skills for the future as they learn to play together and develop secure relationships with the childminder and their peers. Ongoing explanations and gentle encouragement from the childminder help children to gain an appreciation of other people's feelings and to learn to share and co-operate, thus, developing their understanding of appropriate behaviour. Photographs and resources provide children with positive images of diversity in the world around them and planned activities, such as, those to introduce cultural festivals, help children to learn about others and to value difference.

## 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	3
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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