

## Inspection report for early years provision

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<b>Unique reference number</b>	257035
<b>Inspection date</b>	16/06/2010
<b>Inspector</b>	Carly Mooney
<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 was registered in 1992. She lives with her husband and two children aged 16 and 20 in Peterborough, Cambridgeshire. The childminder mainly uses her play room and kitchen on the ground floor of her home and there is a fully enclosed garden available for outside play. The premises are within walking distance of local parks and shops. The family have a pet dog.

The childminder is registered on the early years register to care for a maximum of six children at any one time and is currently minding five children in the early years age range. She also offers care to children aged over five years. The childminder is also registered on the compulsory and voluntary part of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a homely environment for all children, which supports their welfare needs and ensures they are happy and secure in her care. Children participate in a sound range of activities which enable them to make satisfactory progress overall in their learning, although effective systems to support children's individual learning have not been implemented. Most of the required policies, procedures and records are in place and used effectively to safeguard children's health, safety and welfare. Friendly, Positive relationships have formed with parents. Effective systems for self-evaluation have not been established, although the childminder does demonstrate some ability to make improvements to improve outcomes for all children.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following an incident (Documentation). 14/07/2010

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

- undertake sensitive observational assessment of children's achievements, interests and learning styles and use these to identify individual learning priorities
- implement systems for reflective practice and self-evaluation to identify the strengths and priorities for development that will improve the quality of provision for all children.

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

Children are suitably protected as the childminder has a sound understanding of safeguarding issues and how to report concerns. Children are made aware of how to keep themselves safe around the home and on outings through activities and discussions such as road safety when on walks. They follow clear rules such as older children always walking in front of the childminder where she can see them. Daily visual risk assessments take into consideration the environment and any outings to ensure children are able to play safely whilst in the childminder's care. However, a record of more thorough risk assessments of the premises and garden are not yet in place.

The childminder provides a warm and welcoming environment for children which enables them to feel secure and settled in her care. Toys and resources are easily available from low level storage in the play room and outside veranda. Children happily free flow between the two play spaces, choosing what they wish to play with. The childminder generally supports young children's understanding of diversity and an appreciation of people and children being different, through the use of resources such as books and celebration of different festivals.

Information is shared verbally with parents at the beginning regarding promoting children's health, safety and welfare whilst in the childminders care. Friendly relationships have formed with all parents and they receive clear information about their child's day verbally at collection time. The childminder has a positive attitude towards working with other providers also delivering the Early Years Foundation Stage to children in her care, and has established effective communication with the provider to support children's achievements and well-being at both settings.

The childminder has attended a minimal amount of training courses since the last inspection and shows limited commitment to attending any further training in order to keep her knowledge of different childcare issues updated. Currently, there are no effective procedures in place for self evaluation of her childminding practice, although the childminder does have a general idea of her strengths and weaknesses and has contact with her local authority advisor for support and guidance.

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

Children have developed strong bonds with the childminder and feel comfortable within her home and in her company. She has a sound understanding of learning through play and supports learning where appropriate, such as encouraging colour recognition when completing a jigsaw. Children are provided with sufficient resources and have an adequate range of activities and experiences immediately available to meet their needs. The childminder has a clear knowledge of the children she cares for and is generally aware of the aspects of learning that she feels she needs to promote on an individual basis. However, the childminder has

not yet devised an effective system of observing and assessing children's progress towards the Early learning goals. As a consequence, next steps in children's learning have not been clearly identified to sufficiently meet children's individual learning needs and show any progress they are making.

Children spend lots of time outdoors, walking in the fresh air at a local country park. They enjoy discovering nature, looking for ladybirds and butterflies and showing lots of excitement when they find a moth. The childminder's garden is also well used for physical activity such as football and as an extension of the indoor learning environment, where children play happily on the veranda with small world resources such as a train set. Reading materials and mark-making opportunities are readily available and through books children are beginning to understand that print carries meaning. Children are introduced to numbers in their environment, through resources such as books, puzzles and electronic toys. Children have some opportunity to participate in a range of activities which encourages their creativity such as painting and making craft items. Occasionally local groups are attended which encourages participation in different activities and the ability to socialise with other children. Children generally behave well and show respect for the childminder. She ensures she uses praise and encouragement to build up children's self-esteem when they do well such as completing a jigsaw by themselves.

Children's welfare is effectively promoted. Records are appropriately maintained, which safeguards children's health, and the childminder holds a current first aid certificate which ensures she can respond appropriately if a child becomes ill or has an accident. Children are cared for in a clean environment and learn effectively at a young age about maintaining their own personal hygiene. Children are provided with individual coloured cloths, which helps keep the spread of infection to a minimum. A variety of well balanced meals and snacks are provided and children have independent access to drinks throughout the day to ensure they remain hydrated.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect. 14/07/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified under the compulsory register. 14/07/2010