

## Inspection report for early years provision

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<b>Unique reference number</b>	EY406511
<b>Inspection date</b>	23/09/2010
<b>Inspector</b>	Sarah Gilpin
<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 2010. She lives with her husband and son aged 19-months-old in a house in Hoyland near Barnsley. The property is close to shops, parks, schools and public transport links. The children have access to rooms on the ground floor and toilet facilities are on the first floor. There is a secure outdoor area to the rear of the house.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in this age group. At the present time she does not offer care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory part of the Childcare Register.

The childminder collects children from the local nursery and attends toddler groups on a regular basis. The childminder holds a Level 3 childcare qualification, a degree in Early Childhood Studies and Early Years Professional Status. She is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The children are well cared for and comfortable in their surroundings because the childminder has built warm and trusting relationships with them. She effectively meets their individual needs and has an excellent knowledge of early years, and understands children's welfare needs and their learning and development, and she uses this awareness to underpin her good practice. As a result, the children are making good progress in all aspects of their learning. There are well-established partnerships with the children's parents and good links with other childcare settings, which ensure that children's care is tailored to their unique needs. The childminder has a clear system for self-reflection, which has identified areas for development and evidences her capacity to continually improve the provision.

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

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

- ensure more resources are available that reflect the diversity of children and adults within the setting and the wider community.

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

The children are safeguarded effectively by the childminder. She has a good knowledge and understanding of her responsibilities to protect them, which is supported by the clear written procedure she has devised. She has attended a

number of training courses to develop her knowledge of the signs and symptoms of abuse and neglect, and has relevant documentation to support her role in protecting children. There is a comprehensive record of the risk assessments she conducts each day when the children are present, which clearly highlight potential risks to children and detail the measures in place to limit the risk of harm. The childminder helps the children to become aware of their own safety through gentle reminders about taking care when playing together and helping them to understand that throwing indoors can be dangerous. The childminder has designed a comprehensive range of written policies and procedures that parents sign to say they have read and these support the care she provides for the children. All of the required documentation is in place, such as accident and medication records, and careful monitoring of records for individual children ensures that their welfare is maintained.

The children have access to a range of toys and play resources, which are organised around the room and on low shelving to enable children to independently choose what they want to play with. The childminder uses her garden and the local environment well to extend children's play and learning opportunities. The childminder uses her knowledge and understanding of how different children learn to good effect, leading to them make good progress in all aspects of learning. She encourages children to develop their awareness of the world around them and other people through accessing books from the library and outings in the local and wider community. The childminder has accurately identified through a process of self-evaluation that she needs to develop the resources she has to ensure she can help children to learn more about the diversity of society.

Effective partnerships with parents are well developed and a good range of information about the children's welfare needs is obtained prior to care being offered. Each child's individual needs are considered as part of the settling-in procedure and she provides sufficient time to ensure the children are confident to be left in her care. The childminder has good links with the other childcare settings attended by the children she looks after. She has information about their planning, which she uses to ensure that her own plans for activities involving the children complement the activities at nursery.

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

The children are at home in the childminder's care. They seek her support and enjoy her warm and affectionate cuddles when necessary, such as when a new face arrives in the setting. She plans effectively for their individual needs and follows their interests because she begins observing their play and assessing their development as soon as their care commences. The childminder has a good awareness of what the children know, understand and can do and plans activities, outings and play accordingly. The childminder actively differentiates the planning to ensure that all children can participate in activities at their own level, providing an inclusive play and learning programme. The assessment records are made up of

photographic evidence, snapshot and longer written observations linked to their learning, and this provides a breadth of detail about each child's progress. The childminder shares her assessment records with the children's parents and they contribute to the assessment of their children's progress towards the early learning goals in the Early Years Foundation Stage.

The children enjoy exploring their surroundings and they are free to move between the ground floor rooms and outside in the secure garden area. The childminder carefully supervises them to ensure they can safely move around. They show great interest in rolling and counting conkers, passing them to the adults before taking them back. The children are developing their communication skills well as they babble with delight, and are encouraged by the sensitive questioning by the childminder to try new sounds, for example, naming colours and animals. The children listen carefully to the childminder enjoying her company as they draw pictures and read books together. They like banging musical instruments, and singing, which they do in the childminder's home and at a local music and movement group. The children push each other along outside on the ride on toys and take turns in the bigger car. They transfer pebbles and stones from one place to another, an action that is appropriate to their age and stage of development. Children are encouraged to eat tomatoes that they have helped to grow in the garden with the support of the childminder. Children are beginning to explore simple machines and take delight in the responses to the actions when they press the buttons on pop-up toys.

Children's individual dietary needs are known and the childminder provides nutritious foods for them to eat, including fresh fruit and vegetables, and home cooked meals. The childminder helps the children to learn about healthy lifestyles through routines for hand cleansing and nappy changing, offering water to drink at regular intervals and by taking them out to explore their local environment.

## 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	2

### 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	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