

## Inspection report for early years provision

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<b>Unique reference number</b>	311035
<b>Inspection date</b>	17/11/2010
<b>Inspector</b>	Helen Blackburn
<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 1997. She lives with her husband, also a registered childminder, and their two children aged 14 years and 12 years. They live in the Norristhorpe area, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and she can care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. The childminder is registered to work with another childminder from the same premises. When they are working together, they may care for a maximum of 12 children under eight years at any one time, no more than six of which may be in the early years age range. They are currently minding 10 children in the early years age group. The childminder also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is currently minding nine children in this age group. The childminder takes and collects children from local schools and nurseries, and she regularly goes to several toddler groups.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has good relationships with parents and other settings and they work well together to meet the children's needs. The childminder has positive relationships with the children and she provides a safe and clean learning environment for them. The children are happy, they behave appropriately and through play, they have sufficient opportunities to be independent and to learn about diversity and difference. The childminder maintains a varied range of documentation, policies and procedures; however, some information is missing to meet requirements. The childminder values the importance of feedback from parents and children. Through some self-evaluation processes, the childminder is, overall, taking appropriate steps to bring about improvement to the provision.

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

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

- improve the record of risk assessment so that it includes information on when it was carried out, by whom, date of review and any action taken following a review (Documentation) 07/01/2011
- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) 07/01/2011
- improve knowledge and understanding of all 07/01/2011

requirements that need to be considered when dealing with concerns and complaints (Safeguarding and promoting children's welfare).

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

- improve knowledge of the Local Safeguarding Children Board guidance and procedures to ensure an up-to-date understanding is attained
- improve opportunities for children to express their own ideas and thoughts through art to create their own 'work' rather than a reproduced picture.

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

Overall, there are sound arrangements in place for safeguarding and promoting children's welfare. The childminder maintains a safe and secure environment for children to play. She manages this by carrying out regular safety checks and risk assessments, which means she puts in place appropriate measures to minimise the risk of accidents. The childminder has a sufficient understanding of some of her responsibilities in protecting children from harm. For example, she keeps children safe by supervising their play and by ensuring access to the premises is monitored and secure. The childminder is aware of possible signs of abuse and neglect and understands the importance of reporting and monitoring concerns. However, her understanding of the Local Safeguarding Children Board guidance and procedures is more limited. The childminder ensures all adults living or working on the premises have undergone appropriate checks. This contributes to keeping children safe and protected from harm. The childminder maintains a varied range of documentation, policies and procedures, including policies that cover how to deal with extreme weather conditions, equality and management of behaviour. However, some documentation is missing and she has a partial understanding of some procedures. This results in a breach of some specific legal requirements and may potentially impact on promoting children's welfare. For example, her risk assessment record does not include all the relevant information and she only obtains verbal consent to administer medications to children and not prior written consent. In addition, although she has considered how she would deal with concerns and complaints, there is a lack of understanding of some requirements. For example, she is not aware of the requirements for responding to complainants in writing and within agreed timescales. The childminder has a positive approach to developing her skills and knowledge. For example, through training, she has gained a Level 3 qualification and she has regular contact with other early years providers to share different ideas. In addition, the childminder makes good use of local resources to extend children's experiences. The childminder has appropriately addressed the recommendations made at her last inspection by developing some of her documentation and policies. Through regular discussion with her co-childminder, they have some systems in place to monitor and evaluate their service so that they can make improvements. For example, since working together, they have extended the service they offer for children and they now take and collect children who attend out of school activities. The childminder values any feedback

from parents and children and this contributes to the self-evaluation process being inclusive. However, not all weaknesses within the service are identified; therefore, there are some gaps in the monitoring processes. The childminder has good relationships with the parents and she shares and exchanges relevant information with them. This contributes to her knowing children well and means she meets their individual needs. Overall, through discussion, newsletters, written policies and procedures, the parents receive sufficient information about the service children receive. This includes sending out regular updates to remind parents of certain situations. For example, she reminds them of the importance of letting her know if their children do not need collecting from nursery or school. Comments from parents about the service are very positive. For example, they comment on their child's happiness, the secure environment and the childminder's kindness when their children receive an individual letter from Father Christmas. The childminder works well with others involved in children's learning, such as school or nursery. For example, she regularly shares her observations with teachers and she incorporates school themes into her planning. In addition, the childminder understands the importance of working with other professionals if children need additional support or help.

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

The childminder appropriately promotes children's welfare and learning. Arrangements for managing illness, infection and hygiene are good and they contribute to promoting children's health and well-being. For example, through everyday routines, such as hand washing, the children are learning about the importance of adopting good personal hygiene practices. The children are learning about making healthy choices because the childminder provides a varied range of nutritious meals and snacks. Through walks, outings, playing in the garden and visits to the local play gym the children have good opportunities to be active and to lead a healthy lifestyle. For example, children ride bikes, they jump on the trampoline and they negotiate their way around obstacles. This supports children's physical development. The children have opportunities to develop their coordination and dexterity skills through using small tools and equipment. For example, they use glue spreaders and crayons with increasing skill. The childminder has a sound understanding of the observation, planning and assessment arrangements. She completes individual children's profiles, which include observations and children's work, meaning the childminder appropriately records and monitors children's progress. The children access a varied range of activities and experiences that supports them in making steady progress in their learning. The childminder is appropriately involved in children's play. For example, she encourages them to count and name the colours during activities. In most cases, children can make independent choices in their play. For instance, they freely access resources stored at child-height and they know they can ask for other items. However, during some art activities, the childminder's intervention inhibits opportunities for children to express their own ideas to create their own work. For example, when doing handprints the childminder paints the children's hands for them and shows children where to place them on the paper. The childminder has positive relationships with the children. She provides a welcoming environment for

them, with familiar routines and this contributes to children feeling safe and secure. The children are learning how to behave in safe ways. For example, the childminder explains to them they must wait by the gate when going on outings and children take part in fire evacuation practices. The children behave appropriately for their ages and stages of development. They learn about right and wrong, sharing and taking turns through play and discussions. The childminder praises the children well and she values their contributions. For example, through drawings and letters children express how they feel about being in the childminder's care. These comments are positive, for example, children talk about the activities they enjoy and say they do not want to leave. The children are gaining an understanding of diversity and difference, through the resources and activities they experience. This contributes to children developing a positive self-image and a respectful attitude to all people in society.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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:

- devise a written statement of procedures to be followed in relation to complaints which relate to requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints). 07/01/2011

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 above (Procedures for dealing with complaints). 07/01/2011