

## Inspection report for early years provision

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<b>Unique reference number</b>	EY409136
<b>Inspection date</b>	06/12/2010
<b>Inspector</b>	Anne Mitchell
<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 registered in 2010. She lives with her husband and two children in a bungalow in Northbourne. All areas of the house are accessible and used for childminding except the main bedroom. There is a garden for outdoor play. The family have a pet rabbit. Shops, parks, schools and pre-schools are nearby and within walking distance.

The childminder is registered for a maximum of four children under eight when working on her own and five children when working with an assistant. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, of whom three are in the early years age group. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children are making good progress in their learning and development. The childminder meets their individual needs and provides a variety of resources and activities that keep them happy and motivated to learn. All required documentation and policies that support children's health and safety are in place, although not retained. Systems to monitor the provision are generally secure. The childminder's commitment to ongoing training and her reflective practice, ensures that outcomes for children are continually improving.

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

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

- ensure records relating to individual children are retained for a reasonable period of time (for example three years) after the children have left the provision
- develop a system to ensure all areas of learning are covered equally.

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

The systems to ensure children are safeguarded are good. The childminder has a secure knowledge and understanding of child protection and completed some training as part of her childminding course. She understands the correct procedures to follow to effectively protect children from harm and neglect. Rigorous risk assessments are completed for the home, garden and for outings to ensure children are safe at all times. A broad range of policies and procedures

reflecting the childminder's good practice are shared with parents, and all required documentation is in place to support children's health and wellbeing. However, these records are not retained once the child has moved on.

A variety of good quality, age appropriate resources are easily accessible to children, from an early age. This includes resources and activities that reflect cultural diversity to support children's knowledge and understanding of the wider world. The childminder liaises closely with parents to ensure the cultural and medical needs of children are respected and supported well. Systems to monitor and assess the provision work effectively. The childminder uses reflective practice to monitor her provision, and is in the process of updating her training and qualifications. She has already made simple changes to how some activities are managed to better meet the needs of children. Therefore the capacity to improve is good.

There are currently no children attending who attend other early years settings but the childminder has considered how she will share information with others when the need arises. She has developed a strong partnership with parents. They are provided with a very comprehensive information leaflet and parent pack, and all policies are available by e-mail, if preferred. Details about children's daily routines are discussed informally each day and parents are provided with opportunities to contribute to children's developmental records. .

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

Children are effectively supported by the childminder, and they enjoy a high level of verbal interaction throughout the day. promoting their language and vocabulary. They benefit from a good balance of indoor and outdoor play, participating in regular outings to farms and parks to promote their development. Children can choose their favourite activities in the dedicated playroom, as toys and equipment are stored at a low level. The wide hallway used as a messy play area for painting, water play and tactile activities such as shaving foam and glitter. Children enjoy learning about simple information and technology through using the toy lap top and keyboard. Their early numeracy skills are developing well though relevant and meaningful activities, such as weighing and measuring ingredients for cooking.

The quality of planning for individuals, observation and assessment is developing well. The childminder has begun to develop written observations on children illustrated with some photographs. These provide a good record of their progress. However, the areas of learning are not consistently recorded and consequently, the childminder is unable to fully assess whether all areas of learning are covered equally. She knows each child well and recognises where they are in their development.

Children's safety is well promoted. They enjoy playing in a safe environment with clear house rules. Gentle yet persistent reinforcement and explanation are used to

help children to learn about keep themselves safe near the road and in the home. Pink and blue sweatshirts are worn by the children and childminder to ensure they are highly visible on outings. Children are adopting healthy lifestyles. The childminder prepares and cooks healthy and nutritious food and snacks. She encourages the children to help to cook meals about twice a week to support their understanding of healthy eating. Good nappy changing procedures and hand hygiene routines are followed to limit the spread of infection. Children are provided with regular opportunities to enjoy fresh air and exercise though garden play and local outings. Children's behaviour is well managed . The childminder has a very positive approach, rewarding and praising good behaviour. She liaises closely with parents to ensure children receive consistent messages and that similar strategies are used in the setting and at home.

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