

## Inspection report for early years provision

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<b>Unique reference number</b>	EY408384
<b>Inspection date</b>	02/11/2010
<b>Inspector</b>	Geneen Hulse-Brown
<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 May 2010. She lives with her family in Sheffield. Local schools, shops and parks are within walking distance.

Children have access to the first floor of the childminder's home including the kitchen and lounge with second floor access to bathroom facilities. An additional bathroom is available to children on the third floor of the property. There is a fully enclosed area to the rear of the property for outdoor play. Premises are accessible via a small step to the side and back door.

The childminder is registered to care for six children under the age of eight years and is presently caring for seven children in the early years age group. The childminder offers care to children up to 11 years of age and presently has four children on roll. She is registered on the Early Years Register, compulsory and voluntary part of the Childcare Register and employs an assistant. She meets regularly with other childminder's as part of the local network and is a member of the National Childminding Association. The childminder and her assistant are working towards National Vocational Qualification level 3 in Childcare and Education

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

Overall the quality of the provision is good.

The childminder uses her very good knowledge of the children in her care to provide a wide range of stimulating, interesting and challenging activities tailored to their individual needs. She encourages them to explore as they undertake enjoyable experiences that effectively support them to attain new skills and extend their independence. Well-established partnerships with parents, carers and other provisions successfully ensure children's individual needs are consistently met. Although planning, observation, assessment systems and ways for parents to add to children's records are still in the early stages of development. The childminder demonstrates a high commitment to reflective practice, clearly identifying her strengths and areas for development, which effectively contributes to the ongoing improvement of the service.

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

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

- consolidate planning, observation and assessment systems to ensure they identify the next steps in the learning process
- develop additional opportunities for parents to add to children's records.

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

Successful promotion of children's safety and well-being is due to the childminder's good understanding of keeping children safe. A comprehensive written policy, coupled with a robust recording system supports this area of her work. The childminder and her assistant demonstrate a strong understanding of their role and responsibilities with regard to child protection issues. All documentation is well maintained and up to date, supported by good quality policies and procedures that are effectively shared with parents. Broad risk assessments coupled with daily indoor and outdoor premises checks enable the childminder to identify and address hazards as they arise. The childminder's home is very child-friendly allowing children freedom to move freely between rooms. Easily accessible good quality resources are attractively displayed in the well-planned and organised home environment. Children receive numerous opportunities to extend their independence, make active choices and plan their own time. Indoor and outdoor equipment is safe and secure giving children space to explore, investigate and begin to take manageable risks. Good quality resources and well-planned activities promote children's awareness of diversity, supporting them to recognise differences, as they access all available toys and equipment.

Well-established relationships with parents and carers successfully support children's individual needs as they work together to broaden children's learning. Daily discussions and written diaries keep parents up to date on the childminder's practice, as well as, their children's day-to-day routines. Systems are in place for parents to contribute to their children's progress records. However, records are still in their infancy and as such do not fully reflect children's attainments. Children's needs are consistently met due to the good links forged with home. The childminder is an active member of her local childminder network and has systems in place to share information with other providers of childcare and education. The childminder has a well-established system in place for ongoing reflection and monitoring her practice. She has clearly identified areas for development that will enhance her working practice. Her very good knowledge of the Early Years Foundation Stage framework enables her to plan and provide many opportunities for children to extend their learning and development. The childminder and her assistant access all training opportunities offered and show a high commitment to personal and professional development.

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

The childminder's very good knowledge of the Early Years Foundation Stage framework ensures that she is successful in promoting children's care, learning and all round development. She effectively channels children's curiosity and individual interests to broaden their learning as they make good progress towards the early learning goals in all areas of learning. They are well settled and happy with the childminder and receive high levels of support to become active and independent

learners. Children make good choices, initiating their play as they are continually challenged in well-organised surroundings. They freely access a variety of enjoyable, stimulating activities and experiences, as they build their confidence and develop strong self-esteem.

Babies are starting to find their voices as they babble together, receive lots of cuddles, smiles and non-verbal interaction from their childminder and her assistant to support their development. Very young children explore their surroundings with curiosity as they take their first unsteady steps and shuffle across the floor developing their physical skills. They smile as they look to adults for reassurance and praise. Children's records include observations and photographs of them engaged in a variety of experiences. The childminder is reviewing her planning, assessment and observation systems to ensure they identify the next steps in the learning process. However they are still in their infancy and do not yet fully demonstrate children's achievements and stage of development. Activities and experiences are carefully linked to children's ages, abilities and interests. The childminder is very aware of the needs of all the children in her care, establishing warm, caring and purposeful relationships that enable children to extend their confidence and independence. Young children giggle with excitement as they explore cause and effect and programmable toys, rattle maracas and push buttons on the play computer. They receive lots of support to develop new skills as the childminder and her assistant interact well with them, introducing new vocabulary and aiding them to discover new experiences.

Children learn how to manage their own safety as they begin to make simple risk assessments as part of daily routines and outings. They learn how to negotiate large apparatus as they climb in the park and begin to walk unaided. Children's behaviour is good as they learn to share and take turns as they play with pasta and animals. They learn simple problem solving skills as they build stacking cups into towers. Children enthusiastically develop their imagination as they build train tracks, towers of bricks and use small-world toys. They increase their dexterity and use of tools as they begin to feed themselves, developing good social skills as they sit together for lunch. Children enjoy many opportunities to explore their natural creativity as they paint, explore textures to make collages and build using a variety of construction materials. They see their pictures attractively displayed throughout the home extending their sense of pride and fostering high levels of self-esteem. Children's good health and well-being are positively encouraged as they enjoy healthy, nutritious food and home grown fruit and vegetables. The childminder provides a well balanced diet of home cooked meals individually planned to meet children's specific dietary needs and allergies. Children are actively involved in planting and growing vegetables in the garden and enjoy regular outings to the local allotment to buy food.. They are developing their independence as they play and explore, receiving high levels of praise and encouragement for effort and achievement in all they do. Children follow their childminder's good role model as they build on their understanding of personal hygiene practice. Children enjoy many opportunities to explore the outdoors and take exercise as they visit the local park and further afield, developing their interest in the natural world. They enjoy watching birds in the childminder's garden and exploring large equipment as they climb and play on the swings.

## 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

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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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