

## Inspection report for early years provision

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<b>Unique reference number</b>	EY399380
<b>Inspection date</b>	17/01/2011
<b>Inspector</b>	Anna Davies

<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 2009. She lives with her two year old daughter in a township just outside Peterborough City centre, Cambridgeshire. The whole of the childminder's house is used for childminding. There is a playroom on the first floor and toilet facilities are available on both floors. There is an enclosed rear garden for outdoor play. The house is within walking distance of local amenities such as toddler groups, shops and parks. The family keep coldwater fish.

The childminder is registered on the Early Years register as well as the compulsory and voluntary parts of the Childcare Register. She 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 one child in this age group. The childminder is registered to provide overnight care for one child under the age of eight years. She also offers care to children aged over five years. 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 satisfactory.

The childminder provides a safe environment for children, which supports their welfare needs and ensures they feel happy and secure in her care. Children are valued as individuals and demonstrate warm relationships with the childminder and her own child, given the short amount of time they have been in her care. They participate in a sound range of activities which enables them to make satisfactory progress. Skills in observing and assessing children's learning are developing. Required documentation is generally in place and most required information is shared with parents in order to promote children's safety and welfare. The childminder has a basic understanding about self-evaluation and the strengths of her provision.

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

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

- provide information for parents about the procedure to be followed in the event of a parent failing to collect a child at the appointed time (Safeguarding and promoting children's welfare). 31/01/2011

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

- develop the assessments of children's learning so that this information can be

used effectively to inform planning, identify next steps in children's learning and build on what they already know

- develop the range of information gathered about children's learning, giving parents ongoing opportunities to contribute what they know about their child to their assessment records, including their children's starting points
- develop the written child protection policy to ensure that it is in line with local Safeguarding Children Board guidance and procedures
- implement effective systems for evaluating the early years provision's strengths and priorities for development in order to maintain continuous improvement
- develop the range of toys and resources that enable young children to gain a positive view of diversity.

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

The childminder demonstrates an adequate understanding of safeguarding procedures and the signs and symptoms of abuse. She has a written policy that she shares with parents. However, this is very brief and is not written in line with the local Safeguarding Children Board guidance so does not give parents full details about the childminder's duty to protect the children in her care. Risk assessments have been conducted and records of these are currently with Ofsted following the childminder's house move. The childminder demonstrates a sound understanding of taking appropriate action to minimise risks. For example, when beginning to care for young children, she purchased stair gates to prevent children accessing the different floors of the house unsupervised. As a result, children are cared for in a safe environment. The childminder demonstrates a suitable knowledge of significant events that are reportable to Ofsted because they may affect the care of the children she is looking after.

Most policies, procedures and necessary records are in place and used effectively to promote children's health, safety and welfare whilst at the setting. A basic set of written policies and procedures are shared with parents, giving them satisfactory information about the service provided. However, the childminder has not shared information with parents relating to the procedures she would follow should a parent not collect their child at the appointed time and this is a legal requirement. The childminder has sound relationships with parents. They complete contracts and discuss children's individual needs and care when they start and on a daily basis thereafter. However, the use of information gathered verbally about what parents know about their children, both at the beginning of the care and on an ongoing basis is not yet used effectively by the childminder to enhance assessment arrangements for each child. The childminder has a sound understanding of working together with other settings that children in her care may attend in the future, to ensure a consistent learning and care experience.

Children access a satisfactory range of toys and resources which are laid out at their level on the ground floor in the kitchen/diner and on the first floor where they choose toys from the childminder's own child's bedroom and play in the lounge. The home is welcoming and children feel a sense of belonging as they hang their

bags and coats on their pegs and see some of their work and photographs displayed in the kitchen. Children enjoy messy play activities, such as play dough and painting at the kitchen table where the childminder is very relaxed as they freely explore and experiment with different techniques.

The childminder has yet to implement an effective system to fully self-evaluate her practice to enable her to identify and track the progress of priorities for improvement. She has developed a parental feedback form and aims to use this in the future once she has been minding children for a little longer. The childminder demonstrates that she responds positively to suggestions made by parents in general discussions. Through discussion, the childminder is aware of some of her strengths such as the good relationships built up between newly minded children and herself and her own child. However, she is less certain about aspects of the provision she wishes to further develop. She is keen to refresh training courses such as safeguarding children and food hygiene that she completed several years ago in a previous job working with children.

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

The childminder knows how to support children appropriately during activities, although sometimes there are missed opportunities to extend children's learning because assessment arrangements are not yet fully effective in identifying children's next steps of learning. She understands the benefits for children of activities such as free painting. For example, she allows children to freely explore various methods of mark making whilst also encouraging them to share the resources. She uses her own daughter as an effective role model for other children. For example, her confidence in showing others how to paint and print with their hands, gives minded children the confidence to try it for themselves. The childminder introduces size and shape language into play as she talks to the children about making a 'big ball' of play dough. She encourages their independence as they try to hold the pot and blow bubbles with the wand and gives them time to try this for themselves whilst modelling how it is done.

A suitable range of activities is offered to the children, and the planning of these is based on children's interests. The range of activities offered includes weekly trips to a soft play centre and regular meeting up with others who also care for children. This gives children opportunities to socialise and make friends as well as to develop their physical skills on fun, age-appropriate equipment. Observation and assessment arrangements are in their early days. The childminder has begun to record some observations about children's learning. However, this information is yet to be used effectively to identify children's next steps so that these can inform planning in order to provide highly individualised learning opportunities.

Children share warm relationships with the childminder and her own child considering the short amount of time they have been in her care. This helps the children to feel settled and secure. They behave well, responding positively to the childminder's encouragement to share popular resources and use appropriate

manners. Children are encouraged to develop an enjoyment of books which supports the beginnings of their early reading skills. Their language and communication skills are developing appropriately as the childminder responds positively to their attempts at speech and encourages this further as they play, for example, when talking to each other using the toy telephone. Children learn about numbers and colours through some everyday activities, for example, when they are asked to go and sit at the yellow table ready for a snack. Children have some opportunities to begin to appreciate diversity through a few activities. However, there are a limited range of toys and resources that enable young children to gain a positive view of diversity through their free play. Children are curious about things they observe such as the scarecrow on the allotments during the school run. They are interested in how things work. For example, they use repeated actions to enable an electronic toy to make a noise. All of these simple activities lay satisfactory foundations to support the children's future economic well-being.

Children make use of the childminder's garden in fine weather and daily walks to the school and to local places of interest help ensure children have ample fresh air and exercise which promotes their good health. They begin to develop an understanding about healthy eating, for example, through a poster displayed in the eating area about healthy foods. Children's creativity is developing through a good range of art and craft activities, music, role and imaginative play.

Children's welfare is satisfactorily promoted. The childminder provides most of the meals for children and displays a menu of what is offered for parents to see. Meals and snacks provided are balanced. Drinks are freely accessible to children at all times and the childminder monitors the amount of fruit squash children are drinking in relation to water. Appropriate procedures are in place for recording accidents if they occur. The procedures followed for the administration of any medication are sound. The childminder holds a valid first aid qualification which ensures that she is able to deal with minor injuries effectively. Young children are taught the importance of good hygiene routines. For example, they wash their hands after messy play activities and before meals and young children are supported to ensure these routines are effective. A reminder poster displayed in the bathroom helps children to remember the importance of following such routines. Children are made aware of how to keep themselves safe. For example, when they are out and about, they talk about crossing roads safely and wear brightly coloured wrist bands with significant information on them should they get lost.

## 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	3
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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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: Met

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