

## Inspection report for early years provision

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<b>Unique reference number</b>	310604
<b>Inspection date</b>	19/01/2011
<b>Inspector</b>	Jean Thomas
<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 1997. She lives with her husband and children aged 10 and 16 years. The designated playroom and dining room are used for the childminding service. The toilet facilities are situated on the ground floor level. There is an enclosed garden available for outside play. The family have a pet rabbit. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder may exceed this ratio to allow four children in the early years age group for named children only. There are currently seven children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder offers care to children aged over five years. She is registered on the Early Year Register and on the compulsory and voluntary parts of the Childcare Register. She accesses local authority support and 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 has attended training to develop her knowledge of the Early Years Foundation Stage. She respects the uniqueness of each child and the systems to produce individual planning to support their progress towards the early learning goals are evolving. Partnerships with parents are positive and significantly contribute towards the childminder meeting the children's welfare needs and providing continuity of care. The childminder has self-evaluated the provision, however the self-evaluation is not effective in identifying omissions in meeting legal requirements.

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

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

- request written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 02/02/2011
- ensure Ofsted is notified of any change of the persons aged 16 years or older living or working on childminding premises (Suitable people). 02/02/2011

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

- ensure effective observation and assessment systems are used to plan for children's next steps across the six areas of learning to support their progress towards the early learning goals
- gather sufficient information from parents when children start to inform the initial planning and develop systems for parents' ongoing contribution to the planning process
- review the self-evaluation to identify current strengths and to prioritise areas for improvement
- ensure communication between other settings delivering the Early Years Foundation Stage supports continuity in children's learning and progression.

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

The childminder provides a clear safeguarding policy which identifies the procedures she will follow to protect children from harm. Since the last inspection the childminder has attended safeguarding training to secure her knowledge and inform her practice. The childminder's written policy is shared with parents to make them aware of her responsibilities. Documented risk assessments are in place for the premises and the childminder carries out risk assessments on outings for children's safety. However, the childminder has not met the legal requirement to notify Ofsted of changes to the members of the household aged over 16 years. Although this is a recent change to circumstances the procedure has not been implemented.

The childminder has self-evaluated her provision. This involved completing the Ofsted form and seeking views from parents. However, the content of the self-evaluation has not been reviewed since it was completed to sustain continuous improvement. She values having contact with other childminders to help quality assure her provision. The childminder has met all the recommendations from the last inspection with one exception. She has not requested written permission from parents to seek emergency medical advice or treatment as legally required. As recommended the childminder now has a detailed risk assessment procedure, she maintains the attendance register as required and has a complaints procedure.

The designated playroom is bright and colourful. Children's artwork is displayed and play materials are set out at a low level to enable children to make their own choices in play. A settee is positioned in the playroom giving children the opportunity to rest or have a quiet time. The childminder has a positive attitude towards promoting equality and diversity. She does not stereotype play resources, which means that children have the opportunity to enjoy the full range of play materials. The childminder supports children's understanding about people who are different to themselves through discussion and answering their questions. She borrows books from the library and has a few play materials which reflect positive images of diversity of society.

The childminder establishes positive relationships with parents. There is regular opportunity to exchange information verbally and this means that she is able to

meet children's individual needs. When children start, the childminder gathers information about their personalities and preferences. However, this information lacks detail about what the children already know and can do to inform the initial personalised planning. The childminder has prepared a manual containing her policies and procedures which she shares with parents. This, together with the information on display, keeps parents informed about the organisation of the provision. The childminder has contact with other providers who deliver the Early Years Foundation Stage to the minded children. This is beneficial to children in meeting their welfare needs however it has less impact on continuity of their learning.

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

The children develop a trusting and secure relationship with the childminder. They happily approach her and confidently choose their play resources. The childminder involves herself in their chosen activities to extend their learning and enjoyment, for example, they sit together at floor level to construct blocks. To support children's language development the childminder talks to children about the colour, size and positioning of the blocks. The children enjoy playing with a numeral floor jigsaw and accurately position some pieces without assistance from the childminder. She encourages children to have a go themselves to complete tasks to develop new skills and their self-confidence. The children have access to a range of resources and opportunities to support their creativity. These include small world play figures, dressing up clothes, art and craft materials. The younger children are beginning to play make believe scenarios. They select the small world play figures and a boat as their play idea develops. The childminder makes use of local resources, such as parks and toddler groups, to broaden children's learning and play opportunities.

The childminder plans weekly activities, and these are displayed for parent's information. The childminder has prepared journals for each child which contain photographs, samples of their work and an action for the next step in their learning. The childminder is at the early stages of introducing systems to observe, assess and to plan for individual children's next steps in learning and development. It is not clear that this process gives consideration to the six areas of learning to ensure children's progress towards the early learning goals. Parents are not currently contributing to the observation, assessment and planning process.

Children follow routine procedures that help them learn how to keep themselves safe and healthy. For example, they practice the evacuation drill, follow road safety procedures and wash their hands after toileting. The childminder provides children with meals and snacks which supports their understanding of foods which contribute to a healthy lifestyle. The childminder promotes positive behaviour. She has realistic expectations for children's behaviour appropriate for their individual ages and stages of development. Children are given praise and encouragement for their achievements.

## 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

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