

## Inspection report for early years provision

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**Unique reference number** 257101  
**Inspection date** 31/01/2011  
**Inspector** Jane O'Callaghan

**Type of setting** 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 1998 and works with her daughter who is a registered assistant. She lives with her husband on the outskirts of Peterborough. The whole of the ground floor, downstairs toilet and rear garden are used for childminding purposes. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time and nine under eight years when working alongside an assistant. The childminder currently has nine children on roll and, of these, five are in the early years age range and none are in the compulsory childcare group.

The childminder collects and takes children to local schools, visits parks and places of interest.

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

Overall the quality of the provision is good.

Children are full of excitement and enjoy spending time with the childminder. They fully engage in the excellent selection of activities available, which help them to make very good progress in their learning and development. Children's health, safety and welfare are promoted well and supported with good policies and procedures. The childminder has recognised her strengths and weaknesses and has a positive attitude to continually improving her practice. The childminder has good partnerships with parents and others, and children's individual needs are being met effectively.

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

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

- provide further opportunities for parents to access and contribute to children's individual learning and development records
- improve hygiene procedures to prevent cross-infection through having individual towels for children.

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

The childminder carries out good risk assessments of her premises and for specific types of outings, which ensure that children are safe and secure in her care. Children are safeguarded as the childminder has a good awareness of child protection issues and she knows what to do if she has concerns. Effective written policies and procedures are in place, including parental consents, which ensure that children are appropriately safeguarded. All documentation and records are

very well organised and confidentially maintained. The childminder ensures that suitable procedures are followed when children are on medication or are unwell. She holds a valid first aid certificate, as does her registered assistant, in order for them to manage any accidents appropriately and she has several first aid boxes to hand, including one which is taken on outings.

The childminder is keen to develop her practice and take further training courses. She evaluates her practice through a detailed self-evaluation process and has identified areas of strength as well as those to develop.

The childminder works closely in partnership with parents to ensure that the care given to the children is consistent and appropriate. Parents receive all policies and procedures and the childminder encourages them to have settling-in periods prior to them starting. The parents send letters praising the childminder regarding the care their children receive. The childminder completes daily diaries at the parents' request. However, parents do not have access or opportunities to contribute to children's individual learning and development records. The childminder has good long and short-term planning and displays this for parents to see. She is very positive about the inclusion of all children and works to ensure that children of all ages are provided with extremely appropriate activities and lots of experiences. For example, children take part in the celebrating of a wide variety of different festivals and have very good access to a vast selection of resources. She also has a very informative research folder, which ensures that festivals are celebrated in the correct way. The childminder has built up good links with local schools and pre schools and she shares children's learning journeys to ensure that they receive continuity of care and education.

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

Children are happy and settle well into the environment as they feel secure in their relationship with the childminder. Children confidently access an excellent selection of toys and activities provided by the childminder. All resources are clearly labelled and stored to enable easy access for the children. The toys and resources cover all ages and stages of development to ensure that all children's needs are met. She supports them well during their play as she and the assistant get down to their level. She makes eye contact and encourages their language skills as she asks open-ended questions and repeats certain words to younger children to encourage their language and mathematical development. For example, she counts the bricks with the children, repeating the numbers and the colours. Children make very good progress in their social skills as they have regular opportunities to visit local toddler groups and other child-orientated groups. The childminder plays with the toy telephone, talking to the children who reply and say 'bye bye' and then pretend to talk to mummy. Children push along the baby walkers and press the horn as they go and head towards the ball pool, where they jump in and throw the balls out of the pool. Children's profiles contain lots of photographic evidence of them doing a wide variety of activities. Children go on outings to local parks where they develop their physical skills through balancing on the blocks of wood. They also take part in a wide variety of creative activities; they learn to cut out, stick paper and feathers to make collages and thoroughly enjoy doing hand and finger painting. The

childminder also has a number of photograph albums which are available for the children to look at. They also participate regularly in a range of outdoor and physical activities, including playing in the garden on sit-and-ride toys, a see-saw and various ball games.

The childminder takes time to talk to the children about safety, both in the home and when out and about. She ensures that children are aware of correct procedures when out crossing the road and holding hands, and that they are aware of fire safety through the regular practising of fire drills. She has a good evacuation plan displayed, safety locks on the kitchen cupboards and a sited fire blanket in the kitchen, along with a fire extinguisher. Health and well-being are well promoted as the childminder uses her detailed information on children's dietary and health needs appropriately. There are comprehensive written health and welfare policies in place, including a detailed sick child policy, all of which are shared with parents. Posters displayed in the toilet show children the procedure for washing their hands and the reasons they should follow this. However, the prevention of cross-infection is not fully implemented as children do not have individual towels. Healthy snacks are planned by the childminder and children have access to their own drinking cups of water throughout the day. Parents provide main meals and these are stored and cooked according to their wishes. The childminder has a good behaviour policy and procedure, and displays the house rules for the more able children. She explains that she intervenes appropriately with all of the children and encourages them to share and to be polite to their peers and friends. The childminder and assistant give lots of praise to the children for their achievements, and reward charts for good behaviour are displayed.

## 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	1
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	1
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

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