

## Inspection report for early years provision

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<b>Unique reference number</b>	302675
<b>Inspection date</b>	25/01/2011
<b>Inspector</b>	Angela Howard
<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 1992. She lives with her husband. They live in Wombwell, on the outskirts of Barnsley close to shops, parks, schools and public transport links. The whole of the ground floor, plus toilet facilities on the first floor of the childminder's home is used for childminding. There is a fully enclosed play area available for outdoor play. Care is offered Monday to Friday all year round, excluding bank holidays.

The childminder is registered to care for a maximum of six children at any one time and is currently minding 12 children in the early years age range. She also offers care to six children aged over five years to 15 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association. She has an NVQ at level 4 and has a Cache Early Years Foundation Stage level 3 certificate.

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

Overall the quality of the provision is good.

The childminder is extremely skilled in promoting an ethos where children are warmly welcomed, have equal opportunity to join in, have fun and are treated as someone very special. This is achieved through her recognising the uniqueness of each child. Excellent partnerships between the childminder and parents ensure children's needs are very successfully met and their protection is assured. There is an atmosphere of infectious enthusiasm because the childminder is highly motivated and committed to providing the best care and learning for children in her care. She has a very clear sense of direction and gives utmost priority to self-evaluation, continuous improvement and opportunities for training and development.

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

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

- consider additional ways for children to explore the six areas of learning outdoors.

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

Child safety is given high priority. The monitoring of safety practice is rigorous and the childminder is extremely clear and proactive in safeguarding children. She has good procedures in place for identifying any child at risk of harm and has good up-to-date knowledge of the possible signs of abuse or neglect. Her rigorous approach

towards the recording of existing injuries and her ability to discuss this sensitively with parents ensures the safety of children is always her main priority. The environment is secure, safe and challenging. Records, policies and procedures successfully ensure the safe management of the provision to promote children's welfare, learning and development. The setting is well organised, good use is made of time, space and resources promoting children's eager participation. The day is planned carefully to ensure arrangements meet each child's welfare and learning needs. Children use an abundance of good quality resources, including every day items to support the enjoyable activities they are offered daily. The childminder has a good understanding of her role to promote equality and diversity. She actively encourages children to learn about themselves, each other and the world they live in. They share news about their families and act out home life in imaginary and creative activities. She provides a variety of positive images of difference to increase children's awareness of diversity and their understanding of others. The childminder treats everything that happens as an opportunity for children to learn. She listens attentively and responds to children sensitively. This enables children to feel valued and encourages them to make good progress in all areas of learning.

A key strength of the setting is the childminder's commitment to the development and improvement of their practice. She has good knowledge of the need to reflect on good practice and to continuously improve. For example, the use of the self-evaluation form, records of children's assessments and photographs, evidence the systematic approach she has to enhancing all aspects of children's care. All recommendations made at the last inspection have been addressed and successfully implemented to promote good outcomes for children. Communication with parents is excellent, the childminder works in complete partnership ensuring parents feel valued and welcome. Parents are updated routinely on how their children are cared for and what they achieve each day. They receive verbal and written information through diaries and good quality observation and assessment records. She takes time to overcome barriers with parents by getting to know them, making them feel welcome and consulting them every step of the way about their child's care and learning. Parents value her honest, open and friendly manner. Parents comments include; 'the childminder has become a friend over the years', 'she is a wonderful caring lady' and 'it is a warm, safe and exceptionally loving environment, I trust her implicitly'. The childminder has established a very positive relationship with others who provide the Early Years Foundation Stage. Comments from other professionals include 'she works closely with staff asking about topics so she can extend children's learning at home, she is extremely dedicated, reliable and always pleasant'.

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

Children are very settled, feel extremely secure and confident in the childminder's care. They spend a great deal of time outdoors investigating the natural world running in the wind, jumping in puddles, growing and caring for plants. However,

although the outdoor activities offer children the freedom to explore and be physically active, it is not used fully to give them opportunities to explore the six areas of learning in different ways from indoors. The childminder has built up very strong relationships with children and ensures that she understands and plans in advance for the needs of each child. She makes comprehensive rigorous assessments and achievements are well recorded, in the form of written observations, photographs and children's art work. Children are making very good progress in personal, social and emotional development relative to their starting points. They are beginning to be kind to each other, share and have developed firm attachments to the childminder. This results in children feeling confident to explore, make decisions and relate well to others. Children beam with pleasure when the childminder praises them and they are aware that they are special to her. Children take the lead in their own learning and are supported and challenged appropriately to build upon what they already know. This is achieved by them being encouraged to make choices, to pursue their own interests and to enjoy expressing themselves creatively. They prepare snacks using safety knives to cut up banana's, grapes, blue berries and apples. Children are very creative using a wide selection of resources to express their ideas in paint and collage and thoroughly enjoy baking and exploring music. They are developing good imaginative skill as they recall stories, act out experiences with small world figures and accessories. Displays make the environment extremely welcoming and the presentation of equipment allows for free choice and promotes creativity. The signs, symbols, notices and children's art work is predominately displayed and promotes the value of children's work and sustains a successful learning environment.

The childminder has an excellent understanding of food nutrition and offers five portions of fruit and vegetables a day. Snacks are freshly prepared from fresh wholesome ingredients according to some very special dietary requirements of the children. The childminder makes sure children are making excellent progress in their physical development by providing an abundance of opportunities to develop control and to move their bodies in various ways. For example, they ride on a variety of toys requiring different skills to make them move, they dance to music and manipulate a vast amount of different consistencies on a daily basis. Children learn about their own safety through following the excellent practice of the childminder. She constantly but gently reminds children of safety rules to reinforce safe practice and explain rules and boundaries to help children understand why rules exist. This gives them confidence to explore and learn in a safe and secure yet challenging environment.

## 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	1
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	1

### 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	1
The extent to which children adopt healthy lifestyles	1
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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