

## Inspection report for early years provision

---

<b>Unique reference number</b>	260338
<b>Inspection date</b>	03/02/2011
<b>Inspector</b>	Jo Rowley
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder registered in 2001. She lives with her two children aged 11 and 13 in Sandy, Bedfordshire, close to shops, parks, schools and public transport links. The whole of the childminder's house is used for childminding and there is a first floor bedroom for children requiring undisturbed sleep. Children have access to a fully enclosed garden for outside play. The family has a dog, two rabbits, one hamster and five chickens as pets.

The childminder supports children with special educational needs and/or disabilities. She provides care on each weekday during term-time and school holidays. She is registered on the Early Years Register to care for a maximum of five children in the early years age range and is currently minding four children in this age group. She also offers care to children aged over five years and this provision is registered on the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is satisfactory.

The childminder provides a warm and welcoming environment and takes steps to promote children's welfare through established daily routines. She has a sound understanding of safeguarding procedures and is suitably meeting the needs of all children in the Early Years Foundation Stage. The childminder promotes an inclusive environment in which all children are making sound progress towards the early learning goals. The childminder is developing an understanding of her strengths and weaknesses although self-evaluation is limited. Effective links with parents are helping to build positive relationships and promote consistency of care.

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

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

- develop observations and assessments to plan the next steps in a child's developmental progress and regularly review this approach
- ensure that the areas of learning are delivered through planned, purposeful play
- develop the use of reflective practice to more easily identify the settings strengths and areas for improvement.

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

The childminder has a sound understanding of safeguarding procedures in order to protect the children in her care. For example, she has a written safeguarding

children policy in place, which includes the procedures to be followed in the event of child being lost or uncollected, whilst in her care. She ensures that parents are consistently informed of these procedures by sharing her policies with them and ensuring that they are made aware of any updates, promoting children's welfare. Children are further safeguarded by the completion of regular risk assessments inside the home, which includes a daily check of the areas used by children. Risk assessments are also completed for all outings that children take part in and they learn about keeping safe as they take part in the emergency evacuation drill, which is practised on a regular basis. This further protects their safety.

The childminder has a suitable knowledge and understanding of the Early Years Foundation Stage. Through the friendly relationships she has developed with parents, she encourages them to share what they know about their children, with daily communication being fully encouraged. For example, the childminder provides a daily diary for each child in which parents are encouraged to comment. The childminder has built effective links with local agencies such as the local pre-schools and she demonstrates awareness for developing this area of her work, promoting consistency and continuity of care. All children are equally welcomed into the childminder's setting regardless of their background and the written equal opportunities policy is shared with parents to ensure that no child is discriminated against. Children with special educational needs and/or disabilities are fully included and offered the same opportunities as all other children, promoting inclusion. An example of this is where children of all abilities enjoy taking part in a range of Olympic events such as hoopla, paper aeroplanes and football.

Resources are age and stage appropriate for the children attending and they are in suitable condition. The children have access to resources, which are mostly stored at their height, promoting independence and effective opportunities to self-select resources of their choice. The childminder's procedures for self-evaluation are limited, although she does discuss her day to day setting with parents. However, strengths and areas for improvement are not effectively monitored in order to improve outcomes for children.

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

Children are settled and enjoy their time with the childminder. They make sound progress in their learning because their needs are supported. Every day opportunities are used to develop children's learning, for example, they take part in going shopping where they are encouraged to find items and use the self scanning equipment as they develop skills for their future. The childminder completes regular observations for each child, although these are not effectively linked to the Early Years Foundation Stage and children's next steps in their learning are not recorded in their individual scrap books although photos and observations are shared with parents. Planning is flexible to allow for children's interests and likes, although the six areas of learning and children's next steps are not incorporated effectively and therefore, activities are not effectively tailored to meet the individual needs of the children.

Children's behaviour shows that they feel safe as they happily play alone or with the childminder. Their independence is generally promoted as most children make choices about their play and create their own games and ideas. For example, one child is playing with the farm animals and the toy cars. The childminder steps in asking the child if she would like some help with building the farm scene and within seconds other children join in. All the time children are fully supported by the childminder, prompting suggestions and encouraging the child to think further, promoting their learning. Children's physical development is promoted through a range of opportunities, for example, children enjoy local woodland walks and visiting toddler groups. They have regular and independent opportunities to access books which are clearly displayed at the children's height and are therefore easily accessible.

Children have opportunities to learn about the wider society through planned activities. For example, they are currently learning about the Chinese New Year as they make lanterns and visit the Chinese supermarket to buy food for them to taste. Children's self-esteem is promoted as they are praised consistently by the childminder, for example, at lunch time children are praised for eating all their lunch as well as for sitting so nicely at the table. Children's sense of belonging is encouraged as they each have opportunities for choosing their own cups and plates. Children learn about healthy lifestyles as the childminder offers freshly prepared and nutritionally balanced snacks and meals. During meal times the childminder sits with the children and uses the opportunity to develop their social skills, such as good manners which the childminder promotes through praise and effective examples.

## 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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### 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	2
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	2
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----