

## Inspection report for early years provision

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<b>Unique reference number</b>	EY268350
<b>Inspection date</b>	31/01/2011
<b>Inspector</b>	A 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 2003. She lives with her husband and son aged three years. 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 five children at any one time and is currently minding three children in the early years age range. She also offers care to three children aged over five years to 11 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 and holds a level 3 child care qualification.

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

Overall the quality of the provision is satisfactory.

Caring, positive interaction enables children to feel included and helps them enjoy their learning and make satisfactory progress. Overall their individual care needs are met well and inclusive practice is promoted. However, the information obtained through observations is not used rigorously to inform planning. The childminder demonstrates some knowledge of her strengths and areas for development, although self-evaluation is in its infancy.

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

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

- develop skills further in using observations to plan next steps in children's learning, to engage children fully and ensure activities are tailored to their individual learning needs
- develop further the use of self-evaluation to recognise the importance of continuous improvement and to develop a culture of reflective practice
- build upon the links established with other settings providing for children in the Early Years Foundation Stage.

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

The childminder demonstrates a satisfactory understanding of her role and responsibility with regards to safeguarding children. She ensures that her practice is underpinned by appropriate knowledge of the signs and symptoms of abuse and the correct procedures to follow, should she have any concerns about a child's

welfare. All adults living on the premises are vetted and any visitors to the setting are appropriately recorded. The childminder has good systems in place to assess potential risks to children and she has a satisfactory range of safety equipment in place, according to the age and needs of the children attending. A wide range of good quality resources are kept clean and are checked routinely for safety to ensure they remain in a good state of repair. The environment is very child friendly and space is used well, which enables children to explore and take risks while being appropriately supervised. Children easily access resources, enabling them to freely choose activities within safe boundaries. The outdoor area is used daily as an extension of the activities offered indoors. The childminder uses local facilities regularly to extend the range of activities each day, such as accessing parks, the children's centre and soft play areas. The childminder has sound knowledge of the children's individual care needs, and is prepared to challenge discriminatory remarks, attitudes and behaviour. Clever use of activities linked to current celebrations such as the Chinese New Year, are used successfully to support children's awareness of other cultures. For example, they study the Chinese calendar and link their own birth dates to it. They colour pictures of rabbits and discuss that 2011 is the year of the rabbit. Children see written text from a number of different languages displayed around the setting and access many toys and resources that promote positive images of diversity, using these in everyday play situations. Therefore, the childminder provides positive images of difference to increase children's awareness of diversity and their understanding of others.

The childminder recognises that parents know their children best and ensures she works very closely with them to encourage them to be involved in their child's learning and development. Daily discussions ensure a two-way flow of information, which develops a strong link with home and means that each child's individual needs are met continually. Parents comments include; 'the childminder is reliable, trustworthy and caring' and 'she is professional and has an enthusiastic disposition'. The childminder shows good commitment towards ensuring that children are happy and appropriately cared for. However, although the childminder has established some links with others who provide the Early Years Foundation Stage, she is not yet able to demonstrate how she complements the education and care received at other settings. The childminder is just beginning to reflect on her practice but this is in its infancy. Although she accurately identifies some appropriate targets for improvement, she has yet to establish a clear system of how to take these identified areas forward.

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

Children are very settled and enjoy their time at the childminder's. They are proud of what they do and are keen to share their excitement, as they giggle and laugh when playing. Children are confident in their surroundings, moving between activities, such as drawing and brick play. They thoroughly enjoy outdoor play chalking enthusiastically on the wall and floor. The children are developing satisfactory skills for the future by developing good self-esteem and motivation as they play. This results in children having a positive attitude towards learning. The

children love to build with small bricks designing and building cars with one, two or three wheels. When waiting for lunch to be served they spontaneously count 'one, two, three, four' as the dinners are placed on the table and talk about the colours of the plates and how they match each other. The children are generally keen to learn and participate and are encouraged to try out new skills. They chatter constantly when playing describing how many wheels the car will have, how many seats and who will travel to the seaside in the back of the car. When singing they repeat the song words and show delight as favourite songs are played. The childminder encourages their communication skills as she asks them to describe their day at nursery. The children follow their interests with perseverance and have confidence in what they do. They become engrossed in the chalking activity making marks on the wall and floor to represent a house they will live in. The childminder responds swiftly to children's requests to change activities and is soon preparing for the children to colour pictures indoors. The childminder's knowledge of the Early Years Foundation Stage guidance is beginning to emerge, which enables her to make sure children's welfare needs are met appropriately. Observation records are in their infancy, but do show adequately how children are making satisfactory progress in the six areas of learning. However, children's identified next steps are not used rigorously to plan personalised learning, development and support.

The relationship between the childminder and the children is very warm and caring. The childminder acts as a good role model listening attentively and speaking with respect. Children are very well behaved and have good manners developing the personal qualities necessary to enable them to work together harmoniously. The childminder is beginning to help children understand how to keep themselves safe. They routinely take part in fire drills and practise road crossing procedures. At lunch time they remind each other to blow the hot diner before eating. Therefore, children are starting to develop appropriate awareness of safety issues which impacts well on their ability to keep themselves safe. The children's health and well-being is supported well which results in them having a strong sense of belonging at the setting. Their health needs are met well through their own care routines being fully adhered to. The children's health is further promoted by the childminder taking very positive steps to reduce the risk of cross infection and she helps children to understand and adopt good hygiene practice. The children's dietary needs are met well because the childminder works with parents to gather, record and review relevant information. They enjoy very healthy snacks and meals, such as a variety of different fruits and vegetables and have free access to drinks so that they can help themselves when they are thirsty. The children get plenty of fresh air accessing the outdoor play area on a daily basis. They are active and gain confidence in what they can do with their bodies as they pedal, propel toys with their feet, push and pull toys, climb, kick and catch balls. The childminder is focused on promoting the children's welfare and meeting the requirements, therefore, the setting runs smoothly on a day-to-day basis.

## 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	2
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	2

### 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	2
The extent to which children make a positive contribution	2
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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