

## Inspection report for early years provision

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<b>Unique reference number</b>	300483
<b>Inspection date</b>	16/02/2011
<b>Inspector</b>	Jane O'Callaghan
<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 an adult daughter and son aged 14 years on the outskirts of Sheffield. The whole of the ground floor, upstairs bathroom 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. The childminder currently has ten children on roll and of these six are in the early years age range and three children are in the compulsory childcare group.

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

The childminder holds a Level 3 Qualification in Childcare and is a member of the National Childminding Association.

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

Overall the quality of the provision is outstanding.

Children have a wonderful time with this dedicated childminder. They thoroughly enjoy a very interesting and extensive range of play opportunities and outings that support their learning and development extremely well. All aspects of children's welfare are fully supported and the childminder's practice is inclusive in all respects. The childminder has thorough systems in place for evaluating her practice and provision and continually making improvements. The childminder has established highly effective relationships with her parents and other providers to ensure a shared approach to each child's unique learning and development needs.

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

To further improve the high quality early years provision the registered person should consider:

- developing further the outdoor learning environment to consistently promote all areas of learning.

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

Children are effectively protected as the childminder has a comprehensive awareness of safeguarding issues. She regularly attends training and is confident in implementing the appropriate procedures, should any concerns arise. She has robust policies and procedures in place which are reflective of the setting's practice and shared with parents. The childminder ensures that the children's safety remains paramount through effective processes. For example, a visitors' book and

ensuring children are never left unsupervised with persons who have not been vetted. Extensive risk assessments for all areas of the childminder's home, resources and individual outings ensure children's safety is protected and these are reviewed half yearly or sooner if required.

Equality and inclusion are at the heart of all that the childminder does with the children. The childminder ensures that children learn about the wider world through an extensive range of resources and the celebrating of a variety of festivals. Each child's individual needs are recognised and catered for exceptionally well as the childminder has developed highly effective partnerships with parents to meet any individual requirements. The parents receive regular questionnaires, are keen to contribute in their own children's development files and receive very informative daily diaries. Parents are provided with very good quality information about their care. They are involved in supporting their children's learning and development as they contribute to the childminder's understanding of what their children can do and areas for development. The childminder also has excellent links with others who provide care for the minded children and shares observations and plans for children's developmental needs to ensure continuity of care and education.

The childminder is committed to her own professional development and is a qualified and experienced child carer and is in the process of becoming an accredited childminder. She has introduced a thorough system of self-assessment which successfully identifies both strengths and areas for development and updates this regularly. Parents and children are fully involved in this process, which ensures their views are considered and acted upon.

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

Children relate very well to the childminder and are highly involved in their activities, having fun, enjoying challenges and making choices. They make exceptionally good progress in their learning given their starting points because the childminder knows individual children well and uses the Early Years Foundation Stage effectively. She makes high quality documented observations in children's development files, supports this with photographs and sets realistic targets and challenges for future development. The childminder does extensive planning for all ages of children in her care and adapts this according to their ability. She includes lots of themes; for example, at present she is doing one on fish and under the sea. There is a picture displayed of the children's fish and octopuses that they have made. All children independently access a vast selection of toys. They reach for the large variety of pretend food and share it out to the childminder and visitor. Children have lots of opportunities to use their imagination through an excellent selection of dressing up clothes and with the help of the childminder put on the clothes and parade around showing it to their friends. The childminder interacts extremely well with the children helping them to complete the shape sorter, explaining to them which shape is round and the colour of it. When the children are successful placing the correct shape into it they receive lots of praise from the childminder. Children press the button of the toy drill and then imitate the noise of

it. The childminder accesses the bag full of musical instruments from all around the world. Children delve into the bag with enthusiasm and excitedly get out the bells and the drum and bang them together. They then try to make the Indian bells chime and with interaction from the childminder succeed, smiling as they do it. The childminder ensures children's physical development is enhanced through regular outings to parks, soft play areas and playing in the rear garden on bikes and push alongs. Although the outdoor learning environment does not consistently promote all areas of learning. The childminder sets aside time when children sit down and do 'Row row the boat' and 'Round and round the garden'. They are keen to repeat this and copy the actions.

Children learn about the importance of being healthy and become independent in attending to their personal care needs from an early age. For example, children have their own individual beakers and wash their hands with assistance from the childminder. The children are also encouraged to brush their teeth after meals and many parents provide them with their own toothbrushes. Children are well-nourished through an excellent and varied menu of healthy, nutritious snacks and meals cooked by the childminder. There are clear boundaries in place; children are extremely well-behaved. All children play cooperatively together as they enjoy taking turns and give their friends lots of cuddles and kisses. Children receive consistent praise for all achievements and are encouraged to show respect for each other and develop good manners. Children display an excellent understanding of how to keep themselves safe. For example, through participating in regular fire drills and practising road safety and through the childminder providing a safe home. Children clearly enjoy themselves and benefit greatly from the time they spend with the childminder in a safe and fun 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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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