

## Inspection report for early years provision

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<b>Unique reference number</b>	300131
<b>Inspection date</b>	16/02/2011
<b>Inspector</b>	Diane Turner
<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.

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 has been registered since 1990. She lives with her husband and two adult daughters in a semi-detached house in the Crosspool area of Sheffield. All of the ground floor of the childminder's home and the bathroom on the first floor are registered for childminding purposes. There is an enclosed garden for outdoor play to the rear of the premises.

The childminder is a member of the National Childminding Association and is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for six children under eight years at any one time, three of whom may be within the early years age group. The childminder is also registered on the voluntary part of the Childcare Register. There are currently nine children on roll, one of whom is within the early years age group. They all attend on a part-time basis.

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

Overall the quality of the provision is good.

Children are cared for in a very warm, welcoming and homely environment. They enjoy a very good range of interesting learning opportunities, which are highly effective in helping them to make excellent progress given their age, ability and starting points. The highest priority is given to engaging with parents and to sharing information about the children's individual care and learning needs ensuring the uniqueness of each one is valued and nurtured. The systems for monitoring the quality of the service are used well overall to identify strengths and areas for future improvement. However, they are not used effectively as a means of ensuring all conditions of registration are met.

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

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

- further develop the system for monitoring the quality of the service to ensure all aspects are covered effectively.

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

The childminder has a good understanding of her responsibilities to safeguard children. She is confident in her ability to recognise the possible indicators of abuse and neglect and has clear information regarding who has parental responsibility for the children and who is authorised to collect them. All the required documentation is maintained to a good standard and detailed policies and procedures clearly show how the service operates. These are carefully updated when any changes occur. In-depth safety assessments are carried out on all areas of the home and for

outings and effective action is taken to minimise any potential risks to the children's safety.

The childminder provides children with an environment that is very conducive to learning. A wealth of bright and colourful displays are evident and the children delight in making independent choices from an excellent range of toys and resources. Space is used very effectively and the children move about freely and are very much at home. The childminder understands fully the value of self-evaluation in helping her to identify her strengths and areas for improvement. She has good evidence to show her commitment to promoting continuous improvement. For example, she attends training on a regular basis to improve her childcare knowledge and is keen to discuss the positive impact this has had on her practice. The childminder has clearly identified areas she wants to develop in the future, such as, enhancing particular aspects of her resources. However, the childminder has not used her evaluation effectively to ensure she is meeting all legal requirements as she is using a room on the first floor to provide sleep facilities for children, which her conditions of registration do not allow. This is an offence unless the provider gives a reasonable excuse. Ofsted does not intend to prosecute on this occasion.

The childminder gives the highest priority to promoting equality and diversity. She holds each child in the highest regard and has a very good knowledge of their individual needs and learning styles. She painstakingly supports each one and ensures any gaps in their achievements are narrowed. For example, using visual aids to support communication with children who may have limited language. The childminder is committed to helping the children to be accepting of others and to learn about the diverse society in which they live. For example, she provides excellent opportunities for the children to celebrate festivals, such as the Chinese New Year, when they take part in a wealth of activities, including deciding what items should be included on the tea time menu and learning how to say 'Happy New Year' confidently in Chinese. The childminder understands fully the importance of working in partnerships with providers of any other settings the children may also attend and how to support children during the transition period. The childminder respects and values the parents highly as the children's primary carers and ensures they play a full and active part in the setting. She understands that good communication is paramount and provides them with detailed information about her service. She very effectively uses in-depth questionnaires alongside daily discussion to gauge their continuing satisfaction of the service. All of which show they hold the childminder in the highest regard.

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

The childminder very skilfully supports and monitors the children's learning and development, and as a result, they make excellent progress towards the early learning goals. For example, she encourages the children to be active thinkers through her highly effective use of open-ended questions and she intuitively knows when to sit back and let the children explore for themselves and when to provide support to extend their learning. For example, as they use a shape sorter she gives

them time to work out for themselves how the pieces fit and then discusses the names of more complex shapes with them, such as a hexagon.

The children are extremely settled in the childminder's care and they make a very positive contribution to the setting. They are keen to welcome visitors to the home and show they are concerned for their comfort as they ask if they would like a cup of tea. The younger children delight in setting the table ready for the older ones returning from school, carefully putting out the named place mats and colour coordinating the plates and cups. The children are highly inquisitive and demonstrate excellent language and listening skills as they engage in conversation. For example, they excitedly recall a visit to a local museum and how they observed bees and various bicycles amongst other items. Music plays a big part in the setting and the children eagerly access musical instruments, such as, a xylophone, which they use to accompany their singing, demonstrating they have an excellent repertoire of songs. As they use puzzles the children show they are developing a very good understanding of difficult concepts, such as opposites, and they demonstrate very clearly that they understand that marks convey meaning. This is very evident as they look through resource catalogues and 'write' their name and address on their order form and what they would like to buy.

The childminder is highly effective in supporting the children's understanding of what contributes to a healthy lifestyle. For example, they know the importance of drinking plenty of fluid, referring to water as 'brain food'. They help to wipe the table down and know to wash their hands before baking activities, automatically using their own named towel to prevent cross infection. The children relish the daily opportunities they have to enjoy fresh air and physical exercise whether this is in the garden or at the local park. The children behave extremely well and they have an excellent understanding of keeping themselves safe. For example, they know to sit at the table when they use scissors and they use knives with care as they spread icing on their biscuits. The children confidently explain how they wear their special rucksack when out walking as this has a strap for the childminder to hold and they relate in detail the procedures they follow when crossing the road. For example, how they push the button at pedestrian crossings and wait until the 'green man' appears so they know it is safe to cross.

## 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	1
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	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	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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