

## Inspection report for early years provision

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<b>Unique reference number</b>	257074
<b>Inspection date</b>	15/02/2011
<b>Inspector</b>	Anne Archer
<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 was registered in 1999. She lives with her husband, who is also a registered childminder and the youngest of their four children who is sixteen. An adult child is present during vacation times. The ground floor rooms of the childminder's house are used for childminding and there is an enclosed garden for outdoor play. The family has two cats and a tortoise.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. When working alone, she may care for six children including three in the early years age group. When working jointly she may care for up to nine children including six in the early years age group. They currently care for nine children in the early years age group and two school age children. All are part-time arrangements.

The childminders walk to the local school and pre-school to take and collect children and attend local toddler groups.

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

Overall the quality of the provision is good.

Children progress well in their play and learning and their welfare is successfully promoted. Good safeguarding systems are in place and partnerships with parents are strong. The childminder gets to know the children well and she and her co-minder meet their individual needs comprehensively. Ongoing reflective practice highlights areas for development and action is taken to bring about improvement. The childminder's capacity to maintain continuous improvement is good.

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

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

- explore ways to enable parents to contribute to their child's ongoing assessment by sharing what they know about their child.

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

Children's welfare is effectively safeguarded because the childminder has a thorough understanding of her responsibilities in relation to child protection and keeping children safe. She is confident in her knowledge and understanding of potential concerns and in her ability to respond aptly by following current guidance from her local Safeguarding Children Board. She ensures household members are checked for suitability to be with children and seeks identification from any visitors or adults collecting children on behalf of parents. The childminder and co-minder review and update policies and procedures periodically to make sure they reflect

developing practice.

Risk assessments are conducted on the childminder's home, garden and on outing venues. Weekly and daily visual checks are carried out to reduce any potential hazards to individual children. Minor discrepancies in documentation do not have a detrimental impact on children's safety. Fire detection and control equipment is in working order and the childminder and her co-minder help children to learn how to keep themselves safe without impeding their developing independence.

The childminder takes effective steps to promote children's health and well-being. There are clear procedures to care for children who become ill and to make parents aware of exclusion periods to minimise the spread of infection. The childminder is familiar with each child's dietary needs and provides healthy, nutritious meals and snacks. She also ensures that children take regular drinks to make sure they remain hydrated.

The effectiveness with which the childminder and her co-minder promote equality and diversity is good. Children learn to respect each other's similarities and differences through discussion and a range of activities. The childminder is aware of individual welfare and learning needs and liaises closely with parents so that she knows about any changes that may need to be implemented to support a child. For example, a change in sleep patterns.

Behaviour management is consistent and appropriate. The childminder and her co-minder take account of children's level of maturity and understanding, ensuring that house rules and boundaries are fair and manageable. As a result, children behave well.

The childminder's engagement with parents and carers is good. Settling in sessions are offered so that when children are left they settle quickly. Parents are provided with verbal updates on a daily basis and twice yearly reports on progress towards the early learning goals. This ensures they are kept well informed of their children's achievements. However, parents' comments on their children's progress are not routinely included in children's records. Partnerships with other providers of the Early Years Foundation Stage are established and support continuity of care and learning.

The childminder's premises are suitable for purpose and she strives to maintain a supportive environment where children develop at their own pace. Resources are plentiful, suitable and safe and children can independently access those appropriate to their stage of development. The childminder and her co-minder have a clear vision for the future. Her capacity to maintain continuous improvement is good as she reflects daily on her practice and seeks out information to develop her childminding practice.

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

Children are settled and display a strong sense of belonging. They are eager to take part in activities and behave well. Choices of activities reflect their interests and individual learning needs and enables them to progress well. The childminder and her co-minder make observations of children at play and use the information to provide activities they know the children will enjoy and benefit from.

Children learn how to keep themselves safe because the childminder and her co-minder talk to the children about situations as they develop. For example, when the one-year-old is present children are reminded to keep very small toys off the floor. When out walking they know they must stay close to the adults and only cross the road when it is safe to do so. When travelling to groups by car, they know they must sit in their safety seats until the car has stopped.

Children learn about the importance of adopting a healthy lifestyle as they try different fruits at snack time after washing their hands with soap and using their own towel to dry their hands. They look forward to the regular opportunities to play outside. They play on apparatus and toys in the garden and enjoy visits to several parks in the area to play on the different apparatus. During fine weather, children are able to move between the house and the garden to participate in activities and often have a picnic outside. Children's physical development is well supported as they learn to use tools correctly and develop pre-writing skills.

Children enjoy sitting listening to stories, singing songs and rhymes or just chatting to their carers. They enjoy dressing up and acting out role play situations, such as, using a hose to put out a fire or being chased by dinosaurs. They develop problem solving and reasoning skills through a range of planned activities which fully support them to develop skills for the future.

## 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	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	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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	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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