

## Inspection report for early years provision

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<b>Unique reference number</b>	300059
<b>Inspection date</b>	16/02/2011
<b>Inspector</b>	Sally Smith
<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 family in Sheffield. The ground floor rooms of the house are used for childminding. There is a fully enclosed area for outdoor play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children in the early years age range. There are currently two children attending in the Early Years Foundation Stage who attend on a part time basis. The childminder also offers care to children aged over five years.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is generally sound in her knowledge and understanding of the Early Years Foundation Stage. She establishes positive relationships with parents so that children's individual needs are met. Policies and procedures continue to be devised, although not all are in place to consistently support children's welfare, learning and development. She has started to evaluate her practice but this does not accurately reflect areas for further improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the premises indoors and outdoors is safe and secure (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register) 25/03/2011
- ensure that information is obtained about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 25/03/2011

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

- include resources from a variety of cultures to stimulate new ideas and different ways of thinking
- increase further the opportunities for outdoor play so that it has a positive impact on children's well-being and helps all aspects of their development
- develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

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

The childminder is aware of safeguarding procedures and her responsibilities to report any concerns. She holds contact details for the appropriate agencies should she have any concerns and would not hesitate to contact these should the need arise. A written policy outlines the childminder's responsibility in safeguarding children whilst in her care. A written record of risk assessments is maintained although this does not identify and minimise all hazards that children come into contact with inside the house. For example, during the inspection, alcohol was observed on the kitchen work surface and the front door remained unlocked, potentially compromising children's safety. Children on occasions learn how to keep themselves safe. When out and about, the childminder talks to them about road safety. In addition, stranger danger is handled sensitively, endeavouring to strike the right balance without children assuming that all adults are a threat.

The childminder establishes positive working relationships with parents to meet children's needs. Information is shared verbally at the beginning and end of the day. She encourages them to contribute to their child's learning journals. Policies and procedures are shared and parents are made aware of how to make a complaint about any aspect of the childminding service should they choose. Most of the necessary consents are obtained although the childminder has not determined who has legal and parental responsibility for the children in her care.

The childminder is beginning to evaluate her practice and acknowledges that this is still a work in progress. She embraces training, often attending courses at weekends to develop her knowledge and skills. She also establishes close links with other local childminders to share ideas and improve her practice.

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

The childminder welcomes children into her home and forms secure and trusting relationships with them. Lots of cuddles and being close to children helps to develop their confidence and feel reassured. As a result, children are happy and relaxed in her care, calling her 'nan nan' as her grandchildren do. They are unperturbed with the inspector being present. They glance up, smile and then continue with their activity. The childminder engages with the children and watches what they do. She asks questions to extend their interest and is aware of the activities that they particularly enjoy so that they are a regular feature in their play. For example, a firm favourite is playing with pasta in a large tray. Children scoop it up in cups transferring it from one to another, using appropriate mathematical language as they go about their task. They talk about needing 'one more' or 'another' to fill their cups to the brim. They are totally absorbed, resulting in their concentration being maintained for a considerable length of time. The childminder recognises the non-verbal signs to express their needs. For example, a child becomes quiet and lies on the floor with her drink. The childminder says 'I think you are tired, do you want a story before lunch' and the child nods in

agreement. Both children scramble onto her lap, helping her to turn the pages and pointing to the pictures as she reads. The children ask for the story to be read over and over again. The book refers to various body features and to reinforce and consolidate their understanding, the childminder asks children to point to their eyes, ears, nose and chin.

The childminder is increasing her confidence and skills in delivering the Early Years Foundation Stage learning and development requirements. Activities are planned to ensure all areas of learning are incorporated, although not all are covered in equal measure. For example, whilst children play outside riding on various wheeled toys, the childminder does not make effective use of the outdoor environment to promote other areas of learning. There are limited resources and focused activities to explore cultural diversity and disability although occasionally children watch television programmes where sign language is used. The childminder has attended a basic course on Makaton and wishes to develop her skills with further training. This will enable her to use Makaton confidently with children in order to develop their awareness that people communicate in different ways. The childminder observes children in their play and relates what they are doing to the six areas of learning. Information is also obtained from parents so that she can plan for children's next steps in their developmental progress. A record of children's progress is recorded in learning journals along with some photographic evidence.

Children eat meals to incorporate fruit and vegetables. They sit together, feeding themselves whilst the childminder supervises as necessary. Before going to sleep, their nappies are changed and the dirty ones placed in disposable bags. Children always ask to take these to the bin outside, supervised by the childminder. They are encouraged to dress and undress themselves, fastening coats and putting on their gloves. All these tasks help to foster children's independence and self-care.

## 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	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>	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	3

### 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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 25/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 25/03/2011