

## Inspection report for early years provision

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<b>Unique reference number</b>	260519
<b>Inspection date</b>	01/02/2011
<b>Inspector</b>	Melanie Calway
<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 2001. She lives with her two children, aged 15 and 10 years, in a village near Bourne, Lincolnshire. The whole of the ground floor is used for childminding purposes as well as the bathroom, toilet and main bedroom on the first floor. There is a fully enclosed rear garden for outdoor play. The family has a dog, guinea pigs and fish.

The childminder is registered to care for a total of four children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from local schools and takes them on regular outings to a toddler group, the library, to feed the ducks and to local parks. She is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well met as the childminder has a good knowledge of their stage of development and uses detailed observations to plan activities which will help them to progress. Parents are well informed about the service and a regular daily exchange keeps them in touch with what their children are doing. Most of the required documentation is in place. The childminder reflects on her practice to identify possible areas for improvement.

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

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare). 18/03/2011

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

- develop the partnership with parents by encouraging them to add to the learning records their own knowledge of their children's starting points and ongoing achievements.

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

Children are effectively safeguarded from the risk of abuse or neglect as all members of the household have the necessary checks. The childminder has a clear safeguarding policy and is aware of her responsibility to refer any concerns she may have about children's welfare. She has all the necessary information to be able to take appropriate action. Children are cared for in a safe and secure environment. The childminder has conducted a risk assessment covering all areas of the premises and conducts daily checks to ensure that the premises are safe for children. A full risk assessment is carried out for each type of outing and the childminder ensures that she has all the necessary equipment with her, including emergency contacts and a first aid kit. Medicines are stored out of reach of children. The childminder has a system in place to record prescribed medicines but is using a general permission form for 'over the counter' medicines. Parents supply the medicine, give verbal consent and sign the general form, but prior written permission is not obtained for each and every medicine. Children are protected from the risk of fire as the evacuation procedures are clearly displayed and a drill is practised so that the childminder and the children learn how to evacuate the premises safely in the event of a fire.

Children enjoy a wide range of resources. The childminder puts out a selection of items and children ask for additional resources, for example, favourite games. Laminated cards provide a pictorial inventory for younger children to enable them to make choices. The childminder provides an inclusive setting and encourages children to develop care and respect for each other. In the school holidays children of all ages play happily together, with the older children helping the younger ones. The childminder has a close relationship with parents and provides clear information about the service. Attractive folders are kept which include observations, photographs and examples of children's work. She regularly discusses the children's progress with parents, who also share important information. However, parents are not being encouraged to contribute to the assessment process their own knowledge of children's starting points and ongoing achievements across all the areas of learning. The childminder is aware of the need to exchange information about individual children's learning and development when they attend other settings to ensure effective continuity and progression. She attends a wide range of courses to keep her knowledge up-to-date. She uses a daily diary to reflect on what she does and has recently completed a self-evaluation to identify possible areas for improvement.

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

Children make good progress in the childminder's care. They are busily engaged and motivated by the activities on offer. The childminder provides a range of interesting activities and uses her knowledge of the children's stage of development to plan opportunities which will help them to develop further. She takes account of children's views and interests, involving them in the planning

process by asking them what they would like to do the following week. Children communicate confidently with the childminder, talking about their experiences and family. They enjoy stories and play games where they make up stories in a group and predict what will happen next. Writing materials are easily accessible and children draw and practise early writing skills. Board games provide many opportunities to develop mathematical skills. Children begin to recognise numerals as they throw the dice. They count up to 10 easily and the childminder counts with them and helps them to do simple calculations. They learn the names of shapes, such as, a rectangle or hexagon, through playing games involving shapes and colours. Children are able to use their imaginations as they play with the play dough, making different foods or play with dolls. Craft activities are offered and examples of children's work are displayed, showing that they are valued.

Children learn about the world around them as they are provided with a range of interesting activities. Cookery enables them to learn about how substances change and where food comes from. The childminder talks to children about people's similarities and differences when covering subjects such as Chinese New Year. Children use a computer and printer and so become familiar with information technology. The garden is used to help children develop physical skills of coordination and control as they play with ride-on toys. Regular trips to local parks provide opportunities to play on larger physical equipment. Children learn to share and take turns as they play games with each other. The childminder helps them to negotiate with each other and provides explanations to help them to understand the needs of others.

Children's health is promoted well. They get some fresh air every day, either going out for walks or playing in the garden, using the small patio area in the winter. Children learn to wash their hands before eating and after using the toilet. Individual towels on labelled pegs are used to minimise the risk of cross-infection. Children are provided with a healthy balanced diet, such as pasta tuna bake, and sometimes make their own sandwiches. The childminder talks to them about what constitutes a healthy diet and activities, such as creating a healthy dinner plate, further enhance their understanding of how to live a healthy lifestyle. Children learn how to be safe as they are given explanations about how to play safely. When they are out, they learn about road safety. Children behave well as they understand what the boundaries are. The house rules are displayed and they are reminded of them throughout the day. They are learning good manners and often say 'please' and 'thank you' without prompting. The childminder reinforces good behaviour or achievement by praising them with a 'high five'. They are learning skills for the future as they make good progress in all areas of learning and develop communication skills and mathematical understanding.

## 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

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	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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