

## Inspection report for early years provision

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<b>Unique reference number</b>	EY336609
<b>Inspection date</b>	28/02/2011
<b>Inspector</b>	Sarah Gilpin

<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 2006. She lives with her partner and three children aged 13, 11 and five years in a house in Sheffield, close to shops, parks, schools and public transport links. The children have access to the whole of the ground floor, with toilet and two designated bedrooms used on the first floor. There is a secure outdoor area to the rear of the house.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding seven children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of the Sheffield Childminding Network, has qualified teacher status and is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The children are cared for in a warm and welcoming environment where their individual needs are known and effectively met by the childminder. The children make exceptional progress in all aspects of their learning given their starting points because the childminder plans activities for them based on her astute observations of their development. The learning environment is fully inclusive, safe and secure, positively promoting children's independence. The involvement of parents in the provision and the care of the children is a key strength while liaison with other providers is less robust. There are successful systems for evaluating and reflecting on practice, although, these do not always clearly target areas for improvement.

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

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

- develop further links with other providers delivering the Early Years Foundation Stage for all children to ensure progression and continuity of learning and care
- use the existing self-evaluation systems to clearly identify targets for improvement in the provision.

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

The arrangements for safeguarding children are good. The childminder has a clear understanding of her role in protecting children from harm, abuse and neglect. She has a safeguarding comprehensive policy that is routinely shared with parents, detailing the steps she would take should concerns be raised about a child in the setting. Regular training in this area further underpins the childminder's knowledge, resulting in children being protected. There is a clear method for assessing risks around the home and on outings and a record is kept of fire evacuation practices all of which contribute to keeping children safe.

The home is organised to ensure that children can easily and independently access a varied selection of intriguing activities which promote their curiosity. There are baskets, pots, bags and storage boxes arranged around the room for the children to explore. A superb selection of dressing up clothes and props allow the children to imagine themselves in far away places. Equality of opportunity is actively promoted, with resources used successfully to enhance the children's awareness of the world around them and other people. Parents play a key role in the shared care their children experience. Information is shared using a variety of sources, such as, emailing children's assessment records and photographs of them at play, to ensure the parents are up-to-date with progress and achievements. Policies and procedures are informative and annual updates are provided and signed up to, again keeping parents up-to-date with the service their children are receiving. Parental feedback sheets show their positive responses and allow them to make suggestions about changes in practice for the childminder.

The childminder demonstrates a clear understanding of the benefits to working in partnership with other settings involved in the care of the children. She makes sure that she knows what these other services are planning for the children's learning through access to their newsletter each term, allowing her to compliment this in her setting. However, these links have not been pursued further to ensure she provides information about what the children are achieving in their time in her care. The childminder is highly qualified and enjoys regular opportunities to develop her knowledge further by attending training events. The childminder has produced a self-evaluation form that clearly identifies good practice in her setting. She has completed an Early Childhood Environment Rating Scale assessment of her provision and has successfully implemented changes in the setting following the last inspection. She is continually reflecting on the service she provides for children and families and making ongoing improvements. However, these are not sufficiently targeted to identify key areas for improvement.

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

This learning environment inspires children to be motivated and interested to learn. The superbly planned and organised indoor and outdoor environment

further promotes this by actively engaging the children. The childminder conducts frequent observations of them during their play, which she analyses carefully, before accurately planning for the next steps in their learning. This information is routinely shared with the parents to ensure they can share in their children's achievements and promote their future learning. All of which contributes to the outstanding progress the children are making in their learning given their starting points and capabilities.

The children initiate activities as well as thoroughly enjoying those planned by the childminder. For example, baking buns for after school snack time is facilitated with ease when it is suggested by the children. The childminder gathers suitable ingredients and implements together and works with the children on a low level table to ensure they can take part independently. At each stage during the activity, the childminder encourages the children's thinking and exploration using clear open ended questions and verbal or gestured clues to help them come to the right response. Rubbing her hands together and talking about germs reminds the children to wash their hands before the activity, their self esteem visibly promoted because they have initiated this process. The children experience texture and smell and use their excellent vocabulary to describe accurately what they are seeing. They confidently count how many buns and how many children before doing simple mathematical comparisons. Their extreme confidence in negotiating with the adults and concern for the needs of the older children leads to them having half a bun each prior to the other children arriving later in the day. The children's imaginations and creativity are fostered. They excitedly dress up in different clothes and clomp around in shoes taking on the roles of characters from story books. At quieter moments stories are shared with the children who eagerly and attentively listen, relating what they are hearing to a film they all saw the previous week. They regale tales of favourite film characters and how much they like creatures, such as, gorillas. They understand that text has meaning sharing their own annotated pictures. All of which contribute to the children successfully developing skills and aptitude for future learning.

The children settle well to enjoy their morning sleep showing their confidence and ease in their surroundings. They seek out the childminder and indicate their needs to her ensuring that she is tuned in, for example, when they want a drink. They benefit from healthy snacks and drinks and fresh fruit are provided daily, while their parents provide suitable foods to meet their individual needs. They enjoy fresh air and exercise, which contributes to their good health. The childminder ensures that conversations about safety in the home and on outings empower the children to protect themselves and be safe. While close and careful supervision ensures that younger children are protected from any potential hazards as they play.

## 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	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	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	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	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

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