

## Inspection report for early years provision

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<b>Inspection date</b>	16/02/2011
<b>Inspector</b>	ISP Inspection
<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 1989. She lives in Sheffield with her husband and adult son, within walking distance of local schools and shops.

The childminder is registered to care for a maximum of four children at any one time. She is currently caring for three children in the early years age range. She also cares for older children before and after school on a part-time basis. Minded children have the use of the through dining and sitting room. There is an enclosed garden available for outdoor play and the family have a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

The childminder has mostly effective systems to plan for children's individual learning and development and children make good progress toward the early learning goals. The childminder works well in partnership with parents to meet all children's individual needs. She has a good understanding of her strengths and weaknesses, which enables her to target improvements which will have a positive impact on the outcomes for children. She ensures children's health and wellbeing are successfully promoted and most of the required documentation is in place.

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

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

- keep written records of all medicines administered to children and inform parents. 02/03/2011

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

- improve observation and assessment systems to consistently link to planning for children's next steps in learning.

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

The childminder has a good understanding of how to safeguard children. She has attended safeguarding children training and she is knowledgeable about the signs

and symptoms of abuse. She also has a strong understanding of the reporting procedures should she have any concerns, to help keep children safe from harm. She uses effective strategies to minimise risks in the home and provide a safe environment. For example, safety gates prevent children from accessing the stairs and smoke detectors are in place. Detailed risk assessments on all aspects of the childminder's home and outings ensure children are safe, wherever they play. Documentation is mostly well organised, however, medicines administered to children are not always recorded and shared with parents.

The home is successfully organised to meet children's individual needs. There are quiet areas for sleeping and a good range of toys so children can take part in role play, construction, jigsaws, arts and crafts. Resources are in good condition and the children can freely access them as they are stored in boxes at their height, which enables them to freely choose what they are interested in.

The childminder has a good understanding of children's progress in their learning and development; however this does not consistently link to planning for their individual next steps. Children have a wide variety of opportunities to learn about the wider world. They build positive attitudes to people's differences and learn about different cultures and festivals, such as Eid and the Chinese new year, through discussions and planned activities.

Partnership with parents is strong. The childminder works closely with parents to help settle children in. She gains detailed knowledge of their individual routines and needs through registration forms and ongoing discussions with parents. She provides a good range of information to parents on meals, routines and discussions around children's learning and development. The childminder does not currently have the opportunity to work with others providing the Early Years Foundation Stage for children, as none of the children attend other settings. However, she has a suitable knowledge of the information she will share should this change.

Improvements have been implemented since the last inspection to bring about better outcomes for children. For example, training in safeguarding and the implementation of risk assessments ensure children remain safe. She has a good idea of her strengths and weaknesses and has identified further improvements to bring about better outcomes for children. For example, she plans to re-turf the garden to increase children's access to outdoor play.

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

Children have lots of opportunities to learn about healthy practices. They practise good routines of personal hygiene, washing hands after toileting, touching pets and before eating food. They are well rested and sleep in line with their individual routines. The childminder provides a healthy, balanced diet for children, such as snacks of fruit, meals of fish pie and home-made soups. Children freely access drinks and they learn how food gives you energy to play, through discussions with the childminder.

Their appreciation of how to keep themselves safe is developed well through reading about road safety and then putting this into practise on outings and walks. They regularly practise emergency evacuation procedures and learn about how to use equipment safely when visiting the park.

Children behave well. They receive lots of praise and encouragement for making pictures and answering questions, which builds their self-esteem. Behaviour strategies are age appropriate and discussed with parents to ensure a consistent approach is used.

They are making good progress in their learning and development. The childminder takes into account children's interests and stages of development when planning activities. Observation, planning and assessment systems are successful, although not consistently applied. Children are enthusiastic learners who demonstrate good concentration skills. For example, when engrossed in collage or play dough activities. They are very secure in the environment and reassuring cuddles from the childminder help children feel at ease when new faces are around.

They develop good communication skills as the childminder uses open questions to promote their thinking and imagination. They use a good range of equipment to develop dexterity as they cut role and shape the play dough. They develop their mathematical skills well as they count the three elephants they have made and then successfully continue to predict what numbers come after three, counting 'four, five and six'. They have a wide range of opportunities to be creative through collage, painting and dressing up. They learn about the world around them, looking at creatures they find in the garden, talking about wildlife and learning about countries they may visit. Their information and communication technology skills are fostered successfully through use of a laptop computer and electronic toys, which helps 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	3
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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