

## Inspection report for early years provision

---

<b>Unique reference number</b>	503480
<b>Inspection date</b>	14/02/2011
<b>Inspector</b>	Jacqueline Nation
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 husband and two children aged 12 and eight-years-old in Sheffield. There are local amenities, such as, parks and a library within walking distance. The premises are accessible via a number of steps up to the front door. The whole of the ground floor is used for childminding purposes. First floor rooms are not used except for access to the bathroom. There is a fully enclosed garden available for outdoor play. The family have two dogs.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children at any one time. She currently has 10 children on roll, six of whom are within the early years age range. All children attend on various days.

The childminder 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 are happy and well cared for by this experienced and dedicated childminder. The childminder provides many good opportunities for children to learn and develop in the Early Years Foundation Stage. Every child is welcomed and supported because the childminder recognises their uniqueness and individuality. Highly effective partnerships between parents, providers and other agencies ensure children's needs are met and their protection assured. The childminder is committed to developing and improving the quality of her service. Plans for the future are developing well through reflective practice and regular monitoring.

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

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

- develop further the use of reflective practice and self-evaluation to identify current strengths and priorities for development.

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

The childminder places high priority on keeping children safe and takes effective steps to ensure they are safeguarded at all times. She has a good understanding of her role in safeguarding children and the procedures to follow if she has concerns about a child in her care. The premises are safe and secure. Risk assessments are in place and cover all aspects of the premises and outings. All the

required documentation is in place for the safe and efficient management of the provision. This ensures children's health, safety and well-being is supported effectively.

Children benefit and enjoy their time in the setting because the environment is conducive to learning. Children enjoy being able to access resources themselves and they are thoughtfully stored to enable young children to initiate their own play. Good quality interaction and well-organised routines help children to develop a strong sense of belonging and feel secure. The day is organised to meet children's needs and careful attention is given to their individual care routines. The childminder demonstrates a positive attitude to inclusion and all children are valued and respected. Children learn to appreciate diversity. They develop respect for themselves and others by engaging in a wide range of activities and experiences which help them to learn about and understand the society in which they live. They make cards for special occasions and learn about the Chinese New Year festival and Diwali.

Partnerships with parents are good. The childminder communicates very effectively with children and their parents. She talks to parents about children's individual needs to make sure they settle quickly in her care. The childminder encourages parents and children to be involved at all levels. Parents are well informed about all aspects of their child's achievements, well-being, progress and development through daily discussions. This helps them to support and consolidate children's learning at home. The childminder recognises the importance of partnership working with other agencies to ensure early intervention is successful and children get the support they need. She has developed successful links with other providers of the Early Years Foundation Stage and this supports children's continuity of care and learning. Parents speak very positively about the childminding provision and state that they are delighted with the care provided for their children.

The childminder is a reflective and intuitive practitioner demonstrates a commitment to continuous professional development. Whilst she has not completed a formal self-evaluation successful steps are being taken to evaluate the quality of the provision. The childminder takes into account the views of children and parents and adjusts her practice accordingly. She has identified an area of practice that she is keen to develop further; this is with regard to improving the use of the outdoor area by creating an outdoor learning environment. The recommendation from the last inspection has been implemented effectively. Children practise the emergency evacuation procedures on a regular basis and older children helped to devise the procedures.

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

Children achieve well and make good progress within the Early Years Foundation Stage. The childminder has a good understanding of the learning and development requirements and how young children learn and make progress. Her calm approach and good interactions motivate children and help them achieve and enjoy. The childminder knows the children well and is fully aware of their individual

interests and play preferences. Children's progress is reflected in individual development folders, which include observations, a range of photographs and children's artwork. The childminder monitors children's progress across all areas of learning and regularly talks to parents about children's attainment.

The childminder is effective in promoting children's personal, social and emotional development. Children's developing independence, confidence and self-esteem is supported well by the childminder. The childminder visits local playgroups where children play with their peers and this helps develop their confidence and social skills. She gives children time and space to play, listens to them with genuine interest and helps them to develop new skills at their own pace. Children's language skills are developing well and the childminder talks to children respectfully and asks them questions to make them think. Children develop a love of books; they like to listen to stories and sing songs and have plenty of opportunities to practise their mark making and writing skills. They make marks with felt pens and like arranging magnetic letters and numbers on the white board. Children's creativity is fully supported with a variety of resources for art and craft, dancing and role play. Children enjoy playing with small world scenarios, such as, a tool bench and farm. Children's awareness of problem solving, reasoning and numeracy is fostered effectively. The childminder talks to children about colours, size and shape names as they play. Children sing number songs and enjoy playing a fishing game which helps them to recognise numbers. Children learn about the importance of fresh air and physical exercise because of the good focus on outdoor play and walking in the local environment. They enjoy playing in the garden, exploring the properties of sand and water, digging and planting bulbs. Children's understanding of the wider world is supported well through a range of experiences. They investigate a range of electronic resources and this helps develop their interest in technology. Children like to visit a local park where they can see a range of farmyard animals and feed the ducks. As a result of these experiences children make good progress in developing skills to support their future learning.

Children display a strong sense of belonging and security within the childminder's home, and appear to be very settled and happy. They develop a good understanding of keeping themselves safe through discussions with the childminder about road safety and the green cross code. Children's behaviour is good and sensitively managed by the childminder. The childminder gives children gentle reminders and encourages them to think about the consequences of their actions. Effective systems are in place to support children's welfare needs, including information about individual dietary needs and parents' preferences. Children adopt good hygiene routines and positive steps are taken by the childminder to minimise the risk of cross-infection. For example, children wash their hands at appropriate times during the day and have individual towels to use in the bathroom.

## 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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----