

## Inspection report for early years provision

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<b>Unique reference number</b>	EY413981
<b>Inspection date</b>	15/03/2011
<b>Inspector</b>	Dinah Round
<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 has been registered since 2010. She lives with her husband and seven children, of whom four are over 16 years. The whole of the ground floor is used for childminding, with the exception of two ground floor bedrooms. There is a fully enclosed garden for outdoor play. The family have a dog, three rabbits and one guinea pig. The childminder is registered on the Early years Register, as well as the compulsory and voluntary parts of the Childcare Register. A total of six children may attend at any one time. Of these, three may be in the early years age group. There are currently two children on roll in the early years age group, and one older child. The childminder has an NVQ level 3 in Childcare and Education.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed into a relaxed and caring environment where they are happy and settled. The childminder has a clear understanding of children's individual needs through working with parents. Children are provided with a varied range of play activities and experiences which help support their learning and development. Children's health and safety is suitably promoted, although, the childminder does not meet all the welfare requirements. Systems to evaluate the quality of the provision are not effectively developed to fully reflect on ways to improve the outcomes for children.

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

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

- maintain a record of information of each child in your care to meet the needs of the children (Documentation). This also applies to both parts of the Childcare Register 22/03/2011
- request written parental permission, at the beginning of caring for a child, to the seeking of any necessary emergency medical advice or treatment in the future 22/03/2011

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

- review systems for risk assessing, to make sure all areas children come into contact with through their play are sufficiently covered so they can play safely
- develop further the range of resources and activities to enrich children's learning experiences, including resources reflecting diversity

- develop systems of self-evaluation to effectively identify the priorities for development that will improve the outcomes for children

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

The childminder is sufficiently organised with many aspects of the required documentation in place. However, records of information have not been obtained for all of the children, and the childminder has not requested written parental permission to seek emergency medical advice or treatment in the future. This is a breach of welfare requirements and compromise children's health and welfare. Appropriate safety equipment is in place, which contributes towards children's safety. A risk assessment has been completed for the home and for any outings, which has helped to identify and minimise most risks to children. However, in some areas that children use the childminder has not removed all risks, for example, children are able to pull the toy storage units over and a drain is exposed outside. This impacts on children's ability to explore freely and safely in their play. The childminder has a sound understanding of the possible signs and symptoms of child abuse and procedures to follow if she has a concern about a child. This contributes towards safeguarding children.

Space is well organised, providing separate areas for children's play activities, sleep provision and meal times. The childminder makes sure that all children feel valued and are included in the play activities. For example, each child has access to a see-saw and their own ball when playing outside. Children are provided with a satisfactory selection of clean, well maintained toys and resources which are generally easily accessible. However, opportunities for children to access resources and activities that reflect cultural diversity are not maximised. Regular outings around the community and use of the garden at set times provide children with opportunities for fresh air and exercise. The childminder has a positive approach to the continuous development her childminding provision; however, effective systems to identify and highlight all areas for improvement for children are not yet fully established.

The childminder develops positive relationships with parents. Children are supported in the transition from home to the childminder's setting through the settling-in sessions organised at the start of a childminding arrangement. This contributes towards children feeling settled and secure. The informal daily discussions mean that there is a regular two-way exchange of information about a child's care and routine, such as sleep times, food eaten and nappy changes. The childminder is aware of the importance to link with other early years settings that children attend to help promote continuity of care.

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

Children are settled in the welcoming and friendly environment provided by the childminder. She is attentive to the children's individual needs and balances her attention well so that all children are able to take part in the play opportunities provided. Children are confident to approach the childminder as they can be assured of a warm and caring response. Children have access to a reasonable range of play activities and opportunities which are age appropriate and keep them sufficiently interested. The childminder has a developing knowledge of the Early Years Foundation Stage framework and uses this to carry out observational assessments to monitor children's progress. These systems are still evolving, and the childminder has started to consider children's next steps and how these can be linked with future planning.

Children are supported in learning to share with others; they receive regular praise and encouragement from the childminder which helps build their confidence and self-esteem. Younger children feel secure as they move around to explore their environment and investigate the various play equipment, pushing the buttons to make the animals pop up on the toy. Children's communication and language is suitably supported as the childminder talks to them through their play to help develop their language. Children cuddle up to the childminder to look at the 'Spot's first shapes' book. The childminder makes sure all children can join in as they take turns to feel the different textures on the pages. Children enjoy being outside, they show good control as they kick the balls and climb on the low slide, sensitively supported by the childminder. They are taken on regular outings around the community, including walks to the local park, trips to the library and visits to a parent and toddler group. This promotes socialising and widens their play and learning experiences. Children have some access to creative play activities, such as paint, gloop, and playdough.

Children's health and safety is suitably supported. The childminder follows appropriate health and hygiene routines to help children learn good habits and reduce the spread of infection. The childminder links closely with parents to gain details of children's individual dietary needs so that children remain healthy. Children are learning about keeping themselves safe during their play as the childminder provides gentle reminders, such as not to throw the balls but to put them carefully through the holes in the toy.

## 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	3

### 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	3
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	3
The extent to which children make a positive contribution	3
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 22/03/2011

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 22/03/2011