

## Inspection report for early years provision

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<b>Unique reference number</b>	209508
<b>Inspection date</b>	28/02/2011
<b>Inspector</b>	Teresa Taylor
<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 1992. She lives with her husband, who is also her assistant, in the Fazeley area of Staffordshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding two children in the early years age group on a part time basis. The childminder is also registered on the compulsory part of the Childcare Register. The childminder walks to the local school and pre-school groups to take and collect children.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very settled, relaxed and feel safe and supported by the childminder. The childminder has a good understanding of the Early Years Foundation Stage. She provides a very good range of activities and resources to support children's learning and development. Written policies and procedures underpin practice however, not all documentation is completed. There are good partnerships with parents and other settings children attend. The childminder has a good capacity for continuous improvement.

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

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

- ensure the risk assessments state when it was carried out and by whom (Suitable premises, environment and equipment).
- 22/04/2011

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

- increase the opportunities for children to learn about healthy lifestyles
- keep a record of risk assessments for outings.

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

The childminder has a good understanding of safeguarding including the requirements of the Local Safeguarding Children Board. She regularly undertakes training to keep her knowledge up to date and to ensure children's well-being. Risk assessments are undertaken but do not include outings and do not show when and by whom they were carried out. A daily check sheet is completed and includes

everything children come into contact with. Annual checks are completed on smoke alarms and fires to ensure children are protected. Children regularly practise fire drill routines and understand this is to keep them safe should any incident occur.

Policies, procedures and documentation for the effective running of the setting are written, provided for parents and are effective in use. Children's documents are fully completed and include additional adults approved to collect children should the parents be held up at work or unable to collect at the agreed time.

The childminder successfully promotes all areas of equal opportunity and inclusion through well-planned activities and the celebration of festivals. Children access a good range of resources to support their independent learning. A regular checking and cleaning schedule ensures children are not exposed to dangers and the risk of cross-infection is minimised.

The childminder completed the recommendation from her previous inspection which ensures children have good access to resources and that they make informed choices about their play activities. She has completed a self-evaluation and includes comments and suggestions from parents on improving her practice. The childminder is committed to continuous improvement by undertaking training courses to improve her knowledge and therefore promote positive outcomes for children. She is proactive in obtaining the opinions of parents and provides them with a welcome pack. Parents have daily discussions with the childminder, daily diaries that record important information, free access to their children's learning story folders and annual questionnaires. The childminder liaises with schools and nurseries and understands the importance of working with other professionals when needed to support children.

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

Children make good progress as they are offered a wide range of activities. They are very settled, relaxed and are given excellent support to explore and investigate their surroundings. Planning is undertaken, linked to the six areas of learning and activities evaluated, with children's individual next steps recorded. Children's learning story folders clearly show the progress they have made and comments are supported by photographs of activities and outings they have undertaken.

Children are very confident as they explore the environment both indoors and outside, at home and in the local community. Children are actively encouraged to make their own decisions about play as they choose from a good a range of resources. The childminder extends resources chosen by adding others to support planned activities. Children begin to understand the wider world as they explore the natural environment, for example, as they plant vegetables, take walks in the local area, visit the shops, feed the ducks on the canal and use the mobile library. Children are provided with age and stage appropriate explanations of behaviour to enable them to play both independently and together. They are happy to share resources. They initiate their own play as they decide to roll an orange between

them. The childminder supports their play by providing a sponge ball suitable for indoor use.

There is good communication between children and the childminder and children respond well to direction and discussion. For example, the childminder asks children to put some toys away so that they did not trip up while playing. The children happily tidy up and repeat 'we don't want to fall and hurt ourselves'. The childminder encourages children to reinforce their learning by repeating activities. For example, during the inspection the planned activity is about colour and shape. Children are keen to show they have remembered all their colours and shapes. While playing a matching game the childminder encourages children to identify different elements to enable them to complete the pairs. For example, she asks 'who might play with a football' and 'can you find a picture with the same colour'. Counting and comparison are also included in all activities. At another activity children play with a range of play people including those with disabilities. Children question the glasses and stick that one figure has. The childminder asks them if they remember a lady they see at school who uses a stick. An informative discussion takes place on disability and how it can affect people. Children learn that it can affect eyes and that if legs do not work properly people may use a wheelchair.

Children have access to a range of writing and drawing activities and enjoy information technology as they use games consoles, a computer and a range of programmable toys. They have free access to books and home play activities and enjoy feeding the baby doll with a bottle. Children enjoy physical activities and play or walk outdoors each day. The childminder helps children learn effectively about personal safety. They regularly discuss how to stay safe around water, talk about road safety and know not to approach strangers.

Children enjoy a strong sense of belonging in the security of the childminder's care. They are supported well and develop excellent independence and self-esteem. Children show a good understanding of personal hygiene as they visit the toilet and wash their hands with minimal help. There is clear affection between the children and childminder and children's behaviour is very good.

Although the childminder does not routinely discuss healthy food or the importance of exercise with the children, photographic evidence shows that activities are undertaken to support children's understanding and knowledge in this area. Parents currently provide main meals with the childminder providing healthy snacks. Drinks are freely available at all times ensuring children remain hydrated. Children's general health is promoted as a regular cleaning schedule including the cleaning of surfaces and resources helps reduce the risk of cross-infection.

## 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	3
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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