

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY360545
<b>Inspection date</b>	28/04/2011
<b>Inspector</b>	Angela Howard
<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 2007. She lives with her husband and three children aged 17, 11 and 10 years. They live in Goldthorpe, on the outskirts of Rotherham, Barnsley and Doncaster close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed play area available for outdoor play. Care is offered Monday to Friday all year round, excluding bank holidays. The family has a dog.

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 range. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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 participate enthusiastically and with great enjoyment accessing a wide range of exciting experiences, which ensure they make good progress in their learning. The childminder ensures she knows each child very well and works very closely with parents to ensure children develop a very strong sense of belonging and that an inclusive service is provided. Planning for improvement is effective in enhancing the outcomes for children and the childminder recognises the importance of continuous improvement and the rigour at which it is undertaken is good.

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

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

- develop planning documentation using observations and next steps more rigorously to plan for children's individual learning needs
- make more effective use of the outdoors to explore the six areas of learning to extend children's own play and learning.

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

Children are thoroughly safeguarded because the childminder has a very clear understanding of safeguarding issues and the procedure to follow should she have any concerns. She shares her safeguarding policy and procedures with parents and this means that they are clear with regard to her role and responsibilities in protecting children. All adults in her home are suitably vetted and children are not left unsupervised in the care of adults who have not been suitably checked. The

childminder is very careful in assessing potential risks and takes effective steps to prevent accidents. Clear detailed records, which are regularly reviewed and updated, help to monitor this. Space is used effectively to create a child-friendly environment in which children can move around freely and safely. Children enjoy easy access to high quality resources and these effectively suit their needs, interests and abilities. Opportunities for outdoor play are flexible enough for the childminder to capitalise on potential learning experiences as they arise, such as changes in the weather. However, it is not clear how the outdoors is used to fully explore all the six areas of learning. Children have a strong sense of belonging and have a strong bond with the childminder who helps them to feel settled and valued. They are actively encouraged to talk about home and their experiences. This helps them to learn, appreciate and value each other's similarities and differences. Children freely access a wide range of resources that promote positive images. The childminder uses these successfully to help children understand, respect and value those who are different to themselves.

Parents are delighted with the service they receive. In a compliments book parents comment that the childminder is invaluable in every way. She not only looks after the children but enhances their learning with the activities she provides. They describe her like a second mum, a caring person, a wonderful childminder who instinctively knows what is best for each child. Regular high quality two-way communication successfully promotes children's welfare and learning and ensures continuity of care for all children. The childminder demonstrates a strong understanding of the need to forge links with other settings to ensure continuity in their learning and development. However, at this time there are currently no children who attend other settings. The childminder is enthusiastic about promoting good child centred practice and ensuring the best outcomes for children. Targets she has identified for future improvement are realistic and are based on accurate self-evaluation.

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

The childminder knows the children extremely well and uses this knowledge to help them feel nurtured and highly valued. She has a good knowledge of the Early Years Foundation Stage, which she uses well to plan activities to stimulate children's curiosity and enthusiasm. Assessment is rigorous and achievements are well recorded. However, new planning documentation is very much in its infancy and does not yet show clearly the links of how children's next steps are used to rigorously plan for children's individual learning. The relationship between the childminder and children is very warm and caring. They are very happy, content and show lots of pleasure, laughing, smiling, snuggling and inviting the childminder into their play. For example, a very young child snuggles into the childminder whilst sharing a favourite book, hands the childminder toys and copies her actions as they 'brum' the car across the floor. The childminder talks all the time to the children helping them to develop good skills in conversation. Children count and calculate as part of everyday activities and learn about colour and shape through books and going out and about. A favourite activity at this time was putting number blocks onto the corresponding number of squares on a piece of card. The

childminder soon recognised that this was too easy and that it needed to be extended to include larger numbers. The children enjoy access to a range of toys that react when various buttons are pressed and show utmost pleasure when the light flashes or music is played. Children are very creative and enjoy dressing up, painting, making music and singing along to songs. They confidently explore different mediums such as sand, water and play dough, exploring the different textures. They access a good range of tools such as, cutters, rolling pins, scissors, glue spreaders and different sized drawing materials to allow them to experiment and understand their uses. Consistent positive interaction enables children to feel safe to help them thrive and make good progress in their learning.

Meals and snacks offered by the childminder are very healthy and children enjoy regular fresh air and exercise. Parents have the option to provide packed lunches which are stored appropriately. Children have daily access to some form of physical activity and routinely visit the park to practise their skills in movement, balance and coordination. This promotes a healthy lifestyle. The childminder adopts a good range of strategies to raise children's awareness of their own safety and potential risks. For example, she teaches them about road safety and what to do in the event of a fire. Manners are encouraged all the time and children are developing good social skills and a sense of responsibility for their own actions as the childminder uses encouragement and positive reinforcement to reward them. Children are very well behaved, complying with the very clear boundaries in place.

## 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
--	-----