

## Inspection report for early years provision

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<b>Unique reference number</b>	EY224266
<b>Inspection date</b>	18/05/2011
<b>Inspector</b>	Sandra Williams
<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 September 2002. She lives with her husband and their two children aged nine and five years in Ulverston, Cumbria. The whole of the childminder's bungalow is used for childminding apart from her bedroom, her eldest son's bedroom and the study. There is a fully enclosed garden for outside play. The childminder lives close to local schools, shops and parks and she attends local toddler groups. The family has a pet rabbit.

The childminder is registered to care for a maximum of four children at any one time, of whom no more than three may be in the early years age range. There are currently two children attending who are in the Early Years Foundation Stage, both of whom attend on a part time basis. The childminder is also registered to care for children aged over five years. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder also offers care for children with special educational needs and / or disabilities and children with English as an additional language. 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.

The childminder has a good knowledge of each child's individual needs and interests. She records the progress in their learning and development and is starting to plan for their next steps to ensure they continue to be challenged in their learning. Children are kept very safe and secure due to the good safeguarding procedures that thoroughly cover all of the safety requirements. The partnerships with parents and other providers of Early Years Foundation Stage are strong. The childminder has undertaken a self-evaluation process to identify her strengths and areas for further development and continuous improvement.

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

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

- build upon the information gathered from observing and assessing children's developmental progress and continue to plan for their next steps in their learning
- enhance children's learning about diversity by increasing the amount of resources and positive images of diversity in the environment.

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

Children are safeguarded because the childminder has undertaken relevant training and has a good understanding of the correct procedures to follow should she have

concerns about children's safety. She has written policies and procedures in place to support her should she have any concerns about any of the children. Children's safety is enhanced as both of the adults in the household have undergone Criminal Record Bureau Disclosure checks. Also, there are written risk assessments to ensure children's safety in the house, garden and on each type of outing. The children are kept secure as the childminder keeps the premises locked whilst children are present. All of the required documentation is in place including written policies containing useful information and records of the emergency evacuation drills undertaken. The childminder has completed the self-evaluation process and has a good understanding of her strengths and areas for further development.

Parents enjoy very positive relationships with the childminder and are very happy with the care provided for their children. She has effective systems in place to ensure a daily, two-way flow of information via regular discussions with the parents. She also keeps daily diaries, scrap books and progress records recording the children's progress in their learning and development. In this way, parents are kept well informed about what the children are achieving and how they have spent their day. Links with other providers offering the Early Years Foundation Stage to children are also well developed as the childminder liaises closely with the staff at the local school in order to provide a consistent approach to the children's learning.

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

The childminder is extremely friendly and welcoming and provides a homely and relaxed environment where children clearly have lots of fun and laughter. She is very reassuring and nurturing which helps children to develop confidence and feel at ease in her care. Children learn about staying safe, for example, when on outings they learn about road safety and when at home they learn about fire safety. Children are learning about adopting healthy lifestyles through eating nutritious snacks and meals, such as, fruit and vegetables. The children enjoy helping the childminder to plant flowers and vegetables, such as, beetroot and cress. Many opportunities for fresh air and exercise are enjoyed as the children play in the well equipped garden. They enjoy chasing and catching bubbles blown for them by the childminder. They also develop coordination and rhythm as they dance to music. Swimming is also a favourite form of exercise. Children learn about good hygiene practices, such as, washing their hands and cleaning their teeth at appropriate times throughout the day. Children are well-behaved and there are clear boundaries in place, which the children understand and respect.

The childminder has a good knowledge of the children's stages of development and she records observations of their achievements, in the form of photos and progress records. She is beginning to use this information to plan for the children's next steps in their development. However, this system is in its early stages and therefore is not yet fully established. Resources are well deployed and situated at low level to enable the children to access them easily and to choose what they would like to play with. The children develop their skills in literacy by choosing from a wide range of age-appropriate books. They love to cuddle up to the childminder on the sofa to read their chosen books and look at the pictures. They

enjoy mark-making activities using various items, such as, pens and crayons. Special pens are used by the children to colour pictures on T-shirts. Children are learning to identify letters and colours as they play with magnetic letters on the fridge. The children develop numeracy and problem solving skills as they count in every day situations. For example, when on outings, they count cars, trees and people. They learn to identify shapes as they play with shape sorters and jigsaw puzzles. When joining in baking activities, the children count out the paper cases and help to weigh out the ingredients. Children's opportunities to learn about information and communication technology are good due to the resources available to them. For example, they have access to a lap top and a camera as well as numerous other programmable toys. Children's creativity is encouraged in many different ways, such as, through music, dance, role-play, den building and craft activities. They have some opportunities to learn about diversity and differences as the childminder talks to them about this. They also access resources that promote positive images, such as, books and 'small-world' figures. However, the range of resources to reinforce their learning about diversity is currently limited. Overall, children benefit greatly by spending time with this enthusiastic childminder who cares for the children very much.

## 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	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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