

## Inspection report for early years provision

---

<b>Unique reference number</b>	505366
<b>Inspection date</b>	09/05/2011
<b>Inspector</b>	Lynne Talbot
<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 September 1992. She lives with her husband in Leighton Buzzard, Bedfordshire. The whole of the ground floor of the home is used for childminding. There is a fully enclosed garden for outside play. The family has a guinea pig and a tortoise.

The childminder is able to provide care on four weekdays during term time and school holidays. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently four children attending part time, all of whom are within the early years age range. The childminder is able to take and collect children from local schools and pre-schools.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is recognised by the childminder who has a good understanding of their needs and interests. She creates an effective working relationship with parents and is beginning to develop the working partnership with other settings that children attend. These steps ensure that children's needs are met and that activities offered support good progress overall in their learning. The childminder promotes children's health and welfare through established daily routines and generally minimising risks. The childminder has a sound procedure for safeguarding children however, there are no procedures agreed with parents regarding uncollected or missing children. This is a breach in requirements. The childminder has a positive and proactive attitude towards continued development but this is yet to be fully developed to enable reflection on the overall care and continued 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:

- provide information for parents about the procedure to be followed in the event of a parent failing to collect a child at the appointed time or in the event of a child going missing (Safeguarding and promoting children's welfare).
- 30/05/2011

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

- update the record of risk assessment to include any assessments of risks for outings and trips.

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

Children's welfare is well promoted because the childminder has a sound knowledge of the Early Years Foundation Stage. She has a clear grasp of her roles and responsibilities relating to safeguarding and holds all required information. However, there are no procedures agreed with parents regarding uncollected or missing children. This could lead to delays and prevent appropriate action to fully protect children. This is a breach in requirements. The childminder ensures that all persons required to, undertake the appropriate checks to safeguard children. Clear risk assessments for the home and outings are undertaken. However, the record of risk assessment for outings is incomplete and consequently children may not be fully protected through review of safety for those trips. Parents are aware of how to make a complaint and discuss this with the childminder. However, there is no written statement and this fails to meet the compulsory and voluntary parts of the regulations for the Childcare Register. Children explore with close supervision and take part in daily safety awareness routines. They learn about road safety, safety in the home and take part in regular fire evacuation drills to broaden their personal safety awareness. Methods include carrying out role play based around the emergency services and using books from the library to explore personal safety. Procedures for illness and medical assistance are well planned with back-up support organised to ensure children's safety.

The childminder offers an inclusive service to children in her care and ensures that she works with parents to understand each child as an individual. She is aware of each child's learning style and uses this when organising the day, thereby ensuring that every child achieves. This is shown as the childminder describes how she works in accordance with programmes set for children by other agencies when required and how she adapts the routine of the day to meet children's changing needs as they develop and move into school. Children explore the local community and the wider society in which they live. For example, they explore different festivals, such as Passover and Chinese New Year, through art works, reading and foods, to extend their awareness of others. They take part in dressing up and use an extensive range of books to explore different religions. The relationship with parents is well developed, offering flexible hours of care as needed and enabling them to share information each day verbally. Daily diaries are diligently completed and add to the personal files being built and shared with parents. Parents are invited to comment on the activities and information provided, reviewing the diaries which build into a comprehensive picture of children's early years. Parents comment on the 'excellent experience of the childminder looking after our most precious child' adding that she provides a 'home-from-home environment that we felt was so important'. They also remark that they appreciate the attention that she shows the children and that they are 'delighted to hear the various activities their child has enjoyed, including the park, rhyme time at the library and walks to feed the ducks'. The childminder has a positive attitude towards working with others providing care in the early years age range, and is developing those

partnerships to ensure consistency and coherence in the approach towards learning for children.

The childminder shows an awareness of development and seeks informal feedback from parents to ensure that her care is having a positive effect on outcomes for children. She has completed all required training. She demonstrates a clear commitment to continuous development. However, while self-evaluation processes have been initiated, they are not yet sufficiently in-depth to form the basis of internal review to focus the strengths or areas for development. Children achieve and make good progress in their learning overall because resources are offered to them which provided variety and stimulation. Local community resources provide an extended range of opportunity.

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

Children are very content and enjoy their time spent with the childminder. They make good progress overall because the childminder follows children's interests and supports their needs well. She observes children as they play, sharing this with parents in daily journals and meeting with them regularly. Planned activities are varied and interesting. The childminder uses individual observation folders to track progression and share with parents. Children are actively involved in their learning. They have free access to play materials, moving independently between role play, books and other materials. Children initiate role play and show very good imagination as they direct the childminder. They explore real life experiences through such role play. For example, they tell the childminder that they are making cakes and explore language as they recall how they made cakes when at home. They skilfully recount the process, talk about how they needed four eggs and went shopping for more. The childminder is skilled at broadening such discussion into looking at the number of eggs per box, the meaning of the printed red lion on the side of each egg and extending the topic into discussing farms where eggs can be purchased from the farmer. Children use mathematical language confidently speaking about long and short items, estimating how many things may be inside the larger boxes and calculating how many more eggs they would need to make four if they only had three. Children are introduced to personal safety as they play. For example, when play cooking they discuss how cooked foods would be hot and would burn their fingers, making considered decisions about the use of tongs and spoons to lift hot, cooked foods from the pan.

Children enjoy inset puzzle boards as well as larger floor puzzles, developing persistence and concentration skills to further their learning. Shapes and posting boxes are explored eagerly to enhance mathematical development. The childminder shares stories with children when they choose books to read and view. This promotes their interest in both spoken and written language. They visit the library to choose books and take part in rhyme time. Children listen intently to rhyming words and join in with simple rhyme endings. They are learning to use letters and sounds to make links between the illustrations and the text within the books. Children have ample opportunities to explore the local community and enhance their good health because the childminder has fully embraced the

emphasis on outdoor learning advocated within the Early Years Foundation Stage. They are enabled to develop an awareness of personal safety as they follow safe road crossing procedures. Children thoroughly enjoy outdoor play in the well-equipped garden where they run and use a good selection of physical equipment. They make full use of country parks and wildlife areas. The childminder is skilled at observing children's interest and building on it. For instance, when children observe shadows, she extends this to compare size and height, look at direction, and begin to explore the effect on the sun and clouds. They pay a close interest in sundials and as a result the childminder extends this to explore the concept of time as well as compass direction and Roman numerals. Children investigate ducks and ducklings, showing an interest in the way that ducklings are reared and the different breeds of ducks on the local waters. They learn to respect and care for the environment, selecting materials for recycling and visiting the local recycling centre. Children use these physical activities to extend their learning across all areas and each Early Years Foundation Stage theme.

Children enjoy healthy snacks and meals each day provided by their parents. Robust hygiene routines help children to understand personal hygiene and its link to well-being. Very young children are helped to carry out hygiene routines whilst older children meet their own needs. Children are encouraged to understand socially acceptable behaviours with explanations and by observing a good example from the childminder. They have developed warm and trusting relationships with the childminder and so feel safe in the setting. They are learning to be independent and form relationships and consequently are developing the attitudes that will help them to develop skills for the future.

## 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>	3
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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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:

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:

- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register). 30/05/2011

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 compulsory part of the Childcare Register (Procedures for dealing with complaints). 30/05/2011