

## Inspection report for early years provision

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<b>Unique reference number</b>	254404
<b>Inspection date</b>	13/05/2011
<b>Inspector</b>	Patricia King
<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 1994. She lives with her husband and adult child in Oakham, Rutland. Most of the childminder's home is used and there is a fully enclosed garden for outside play. The childminder collects from one of the local primary schools and uses facilities, such as toddler groups, nurseries, parks and the town centre, which are within walking distance of the home.

The childminder is registered to care for a maximum of six children under eight at any one time, of whom no more than three may be in the early years age group. She is currently minding six children in this age group. She also offers to care for children aged over five to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children with special educational needs and/or disabilities or children with English as an additional language are supported.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

This childminder fosters strong working relationships with parents, providing them with comprehensive information about her services and their child's care and learning. Children have access to a broad range of activities which promote play and learning indoors and outside the home. The childminder forms caring relationships with the children and consequently they are happy, settled and confident in her care. She is prepared to work closely with any other providers or agencies working with children to promote continuity of care and development. Systems to evaluate strengths and weaknesses are in place and the childminder is beginning to use these effectively to plan ongoing improvement.

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

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

- extend systems to ensure self-evaluation continues to be used effectively to evaluate performance and drive ongoing improvement.

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

The childminder has organised her home effectively to provide a safe, secure and welcoming environment to children and their families. She promotes children's safety by undertaking robust risk assessments of the premises and any outings and by maintaining close supervision at all times. Children are safeguarded effectively because the childminder has a sound understanding of child protection procedures and knows what to do to report any concerns. A suitable range of written policies, procedures and records are in place to promote children's health,

safety and welfare, and copies of these documents are available to parents.

The childminder has established positive partnerships with parents, which means they feel fully informed and included at all times. She describes how she works in close partnerships with others involved in the children's lives, for example, the local school. This helps to support and promote children's overall learning and development.

The childminder gives careful consideration to the inclusion of all children and effectively organises activities and learning opportunities so that they are fully enabled to participate safely and confidently. Systems to sensitively observe and assess what children can do are in place and the information gathered is used effectively to plan for children's next steps. All improvements recommended at the previous inspection have been addressed and the childminder is beginning to make effective use of self-evaluation systems to secure ongoing improvement.

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

This childminder has good understanding of how children learn through their play and offers interesting and challenging opportunities to capture their interest and involvement. Children develop a sense of belonging and build positive relationships with the childminder and her family. Consequently, they feel confident to express themselves, for example, they talk confidently about their activities and adventures.

Children's health and welfare are effectively promoted because the childminder is a good role model and helps children learn through daily routines. For example, children are learning why careful hand washing after using the toilet and before handling or eating food is important to their good health. She talks to them about healthy eating and provides practical activities to promote their awareness, such as shopping for fruit and vegetables at the town market and baking bread. Children behave well and are developing a clear understanding of what is right and wrong. They are learning to share, take turns, show care and concern for each other. They keep sensible house rules agreed for their personal safety and well-being indoors and outside. They are learning to be safe as they practise road safety on outings and talk about stranger awareness.

Children have many opportunities to use their imagination and creativity and illustrate their learning as they make models and pictures. Children enjoy using the good range of books, enthusiastically contributing to a familiar story shared with their peers. They eagerly describe the adventures of a popular train character and their outings to the local station when he visits. The childminder skilfully captures spontaneous opportunities to support children's learning. For example, she includes problem solving skills and mathematical language within the daily routines and outings. Children are encouraged to search for shapes and colours, compare size and eagerly describe how they sing about the grand old Duke of York as they cross the railway footbridge in Oakham.

The childminder provides a varied and well-planned programme of activities and uses local resources to extend children's learning opportunities through practical experience. For example, they visit parks, libraries, childcare groups and places of interest where they find out about the world in which they live and their place in it. Records of activities demonstrate opportunities to explore and learn about the wider world, for example, through food and lifestyle. They learn that others are not so fortunate and engage in fundraising events. The childminder uses these opportunities well to promote learning in all areas of the curriculum.

The childminder has established effective systems to observe and assess children at play and the information gathered is used efficiently to plan for children's next steps in their learning. She has created individual learning journals to illustrate and record the children's activities and achievements. The children and their parents appreciate and value these records, using them to recall and share their adventures, activities and knowledge. This gives children a real sense of achievement and self-esteem.

## 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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