

## Inspection report for early years provision

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<b>Unique reference number</b>	EY416279
<b>Inspection date</b>	08/06/2011
<b>Inspector</b>	Dianne Andrews

<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 2010. She lives with her husband and two children. The ground floor of the childminders house is used for childminding purposes along with first floor bathroom facilities and a bedroom for children's rest. There is a fully enclosed rear garden and shops and parks are within walking distance. The family have a dog, a cat and guinea pigs as pets.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is able to care for a maximum of four children under eight years of age.

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

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming environment and a range of age-appropriate resources and activities to help children make satisfactory progress. Children are settled and relate well to the childminder and to other members of her family. Parents and carers are welcomed and healthy relationships are formed to ensure there is good communication and that each child's needs are met. Arrangements to promote children's welfare and safety are mostly implemented effectively. The childminder has identified some areas for improvement, but has not evaluated her service effectively in all areas.

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

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

- develop further the use of observation and assessment to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop a culture of reflective practice and self-evaluation to identify strengths and priorities for improvement
- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well being, for instance hygiene procedures, their contact with family pets and each outing or trip

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

The childminder manages procedures appropriately to safeguard children. She understands her responsibilities to ensure the welfare of children in her care, in line with the Local Safeguarding Children Board's guidelines. All adults in the home are known to Ofsted to enable appropriate checks to be carried out, providing reassurance to parents that they are suitable to have contact with children. The childminder demonstrates an understanding of risk assessment in order to reduce

the likelihood of accidents and has documented aspects of the premises that need checking on a regular basis. Children are kept safe as they play because they are well supervised. The childminder talks to them about how to handle the family pets safely, however, these considerations are not included in the risk assessment document and in addition, risk assessments are not carried out to confirm how children are kept safe on all outings.

The childminder has a developing knowledge of the Early Years Foundation Stage and is exploring systems to help children make appropriate progress. Information is shared with parents through daily verbal dialogue and is backed up through the use of diaries, which they are encouraged to contribute to. Children's welfare and learning is appropriately supported by the childminder's operational policies and procedures, which she has developed to guide her practice. These are shared with parents to help them understand the care provided, thus establishing secure working relationships. Information about individual children's play preferences and learning styles has been obtained from their previous childminder to aid the transition into her provision. She is developing partnerships with other care providers, to promote consistency when a child attends an additional setting.

The premises are spacious, welcoming and homely. There is a suitable range of accessible age-appropriate resources within the play area to provide variety and to enable children to make choices about their play. Through discussion the childminder shows that she values all children as individuals and treats them with equal concern. She ensures individual needs are met within the flexible daily timetable and is fully aware of any specific health needs.

The childminder has very recently begun to access a self-assessment document, but has not evaluated her practice to consider how she can develop her provision in respect of all aspects of the Early Years Foundation Stage. She is keen to act on advice and to make improvements wherever she can to her practice.

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

The childminder is becoming familiar with the details of the six areas of learning for the early learning goals. She is gaining an understanding of the areas of children's development and how to support these through play and activities. She has begun to complete individual observations and learning stories to show children's progress in some aspects of their learning. However, the childminder is still developing systems to support her delivery of the educational programme and the matching of her observations to the expectations of the early learning goals.

Children are forming secure attachments with the childminder, which promotes their self-esteem and emotional development well. Pre-school children are keen to help the childminder's husband and they work together to build a playhouse, following instructions and using appropriate tools safely. All children are very

happy and settled and they thrive because of the care and attention they receive.

Children sustain their interest in activities because they are provided with a range of brightly coloured interactive toys, which are stimulating and fun to play with. They delight in pushing buttons to cause a reaction and are supported well by the childminder who chatters to them, explaining what she sees them doing, thus modelling effective language. Children develop confidence and independence and begin to explore and make sounds, dancing and jiggling to the resulting lively music. They find out what happens and how to make things work.

Children's imaginations are well developed, they relish opportunities to dress up and take on the roles of fictional characters, using the outdoor space to spin around safely with the character's accessories. Through the theme of 'Superheroes' they are encouraged to take part in a variety of activities they may not otherwise choose; they create things that interest them, using paper mache, for instance, to form 'Planet Zuig', which they proudly take home and share with their parents.

To develop their mobility skills and to encourage them to be active learners, babies are given room to crawl or shuffle towards activities which interest them and low level furniture offers them opportunities to begin to pull themselves up. They respond well to their playmates and older children are mindful of the younger children's needs. They have other opportunities to socialise and develop their physical skills when attending community groups. They benefit from fresh air and learn about the world around them as they use the well-resourced garden and local parks. Books and some resources help children to begin to value similarities and differences in the wider world. Discussions about cultural festivals and special days are extended from school-age children's activities that they have taken part in.

There are suitable measures in place to promote children's good health and well-being. The childminder has gathered information from parents regarding medical needs, including permission to access emergency medical treatment or advice, dietary requirements and allergies. The premises are well maintained and most procedures followed in relation to health and hygiene are appropriate, although, babies hands are not washed prior to them eating 'finger food'. The childminder encourages them to learn about healthy eating and where their food comes from, as they create a vegetable garden and plant and grow their own produce from seed. Children are offered drinks regularly throughout the day to ensure they are appropriately hydrated. They develop a sense of safety and become secure and confident in the setting because of the suitable attention and direction they receive from the childminder.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met