

## Inspection report for early years provision

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<b>Unique reference number</b>	EY408481
<b>Inspection date</b>	16/06/2011
<b>Inspector</b>	Melanie Eastwell
<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 2010. She lives with her husband and two children aged two and six years in Oundle, near Peterborough, Cambridgeshire close to shops, schools, parks and public transport links. The whole of the ground floor, the bathroom and one bedroom upstairs are used for childminding and there is an enclosed garden for outside play. The family have two dogs.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than two of whom may be in the early years age range and she is currently minding two children in this age group. She also provides care to children aged over five years to nine years and is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to and collects them from the local school and attends toddler groups regularly.

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

Overall the quality of the provision is good.

The childminder is developing a good knowledge of each child's unique needs, which makes sure she is successful in promoting their welfare and learning. Children are safe and secure and they enjoy the childminder's gentle and enthusiastic interaction with them. The partnerships with parents are strong and this significantly contributes to ensuring that the needs of all children are met well, which results in children making good progress given their age, ability and starting points. The childminder has implemented systems to evaluate and reflect on her activity with the children that both celebrate her strong practice and identify her priorities for future development.

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

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

- develop further the systems for observation and assessment to ensure that each of the six areas of learning has a balance of evidence showing children's progression
- improve the risk assessment to ensure that each type of outing the children are involved in is included.

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

Children enjoy attending this welcoming and friendly setting where their welfare and safety are given high priority. The adults in the household have the required clearances in place and the childminder fully understands the importance of

following the Local Safeguarding Children Board procedures in the event of any safeguarding concerns. Written risk assessments are in place that cover all aspects of the childminder's house and garden and some of the outings that involve the children. However, although children are safe when on outings because the childminder has a good awareness of how to manage their safety and she carries out thorough risk assessments, not all the outings that the children are taken on are included in the document.

Children begin to learn about safety through discussion and good role modelling by the childminder. She maintains close supervision and monitors toddlers carefully during outside play while allowing them to take appropriate risks, such as learning to negotiate the garden steps. Older children are safe when they walk home from school because they all wear high visibility waistcoats to ensure they can be seen. Children have access to an abundance of very well-maintained play materials and resources, both in the dedicated playroom and in the garden. These resources cover all six areas of learning and a wide age range. They are easily accessible in the shed and in low-level boxes and crates in the playroom. The childminder makes most effective use of her large outdoor space. She brings a wide range of activities outside and the children thoroughly enjoy the free flow between the playroom, kitchen and garden.

The childminder has worked hard to build effective working partnerships with the children's parents. She keeps them fully informed of their child's progress on a daily basis with verbal information about their daily routines and the activities they have enjoyed. The parents of babies are also supplied with written diaries that outline their food and rest times as well as nappy changes. The children's records of achievement are shared with their parents each half term. Parents are invited to take their child's file home to have a look through and they are encouraged to record their own comments about their child's progress. The childminder incorporates any suggestions for activities into her future planning for that child. The childminder has worked in partnership with other providers delivering the Early Years Foundation Stage with previous children. She is aware of the benefits to the children of working together to ensure a smooth transition and a consistent approach.

The childminder has successfully developed processes to evaluate her provision. She is keen to continue to develop this further and she demonstrates a good capacity for continuous improvement. The childminder has attended some further training relating to safeguarding and she continues to develop her professional experience through part-time work with children and continuing to gain academic qualifications. The childminder has sought the views of the parents and the children who report positive and complimentary comments about the service that she provides.

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

Children demonstrate that they feel settled and confident in the childminder's home. They independently access toys and resources they want from boxes

provided by the childminder and larger items, such as ride-on toys and scooters, from the shed. They are confident to approach the childminder for comfort and reassurance and they quickly settle to sleep. The childminder knows them all very well and is able to anticipate their need for changes to activities and for rest and meal times. Children begin to learn about managing their own personal hygiene. They wash their hands or clean them with wipes before eating and younger children are protected from the risk of cross-infection because the childminder follows effective practices when changing nappies, such as wearing gloves and cleaning the mat between children. Their dietary needs are met effectively by the childminder following thorough discussion with their parents about any allergies or preferences. The childminder prepares a variety of nutritious meals and snacks and ensures that packed lunches are stored safely. Children are provided with regular drinks.

Each child is treated as an individual and with great respect. The childminder knows them all and she consults older children about what they would like to do. They are encouraged to use the 'wish fish' to display any suggestions for activities or resources and the childminder does her best to meet these requests or discusses a suitable compromise with them. Younger children are encouraged to be confident and to make choices and decisions about their play. The childminder works hard to support the parents of less confident children by providing them with detailed written information about their progress and supplying them with photographs to reassure them that the child is making progress in the settling-in process. Children are learning to think of others and to value everyone as a unique individual. Lots of discussion takes place regarding sharing, working together and taking turns. They begin to learn about the wider world through the celebration of festivals including Chinese New Year and through accessing resources that celebrate diversity, such as dolls, books and small world characters. The childminder is confident to talk to children about diversity and to promote acceptance and respect.

Children's progression in their learning is evident in their well-presented individual records of achievement. The childminder records written observations, often backed up by photographs that demonstrate how the children are accessing their chosen activities. She uses the Practice Guidance document to help her identify their next steps in learning, alongside the observations and feedback from their parents. The childminder keeps these written observations in chronological order. However, although children's progression is demonstrated, she does not currently have a system in place to ensure that a balance of evidence is in place across the six areas of learning.

Children are actively supported to make choices and decisions about their play. The childminder provides a good range of resources and activities that are entirely appropriate for their ages and that cover the six areas of learning. Most of the play is led by the children and the childminder uses her observations to assist with her planning of future activities. She does some adult-led activities, such as art and craft and growing, and always uses these as an observation opportunity. Children thoroughly enjoy playing outside in the garden. Toddlers are confident to move around, exploring what is available and deciding what they will play with. For example, a child sits inside a large toy car, moving the steering wheel around and

opening and closing the door. They get out of the car and find a toy vacuum cleaner, proceeding to push and pull it around between the different areas of the garden. Later the child enjoys the challenge of negotiating the steps of the small slide with lots of praise and encouragement from the childminder. Children benefit from the childminder's positive interaction with them. She is very supportive in their play and they respond to this through their growing confidence and sense of well-being in her care.

## 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	1
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

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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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