

## Inspection report for early years provision

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<b>Unique reference number</b>	EY425775
<b>Inspection date</b>	15/08/2011
<b>Inspector</b>	Mary van de Peer

<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 registered in 2011. She lives with her partner and their family. The whole ground floor of the childminder's house is used for childminding, as well as two rooms and the bathroom upstairs. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder may care for no more than four children under eight years; of these, not more than two may be in the early years age group, and of these, not more than one may be under one year at any one time. The childminder is currently caring for one child in the early years age group. The childminder can walk or drive to local schools, to take and collect children. The childminder attends the local toddler groups. The childminder is able to support children with special educational needs and/or disabilities, and those who speak English as an additional language. The childminder is a member of the National Childminding Association and also receives support from the local authority. The childminder holds childcare qualifications including an NVQ Level 4 in Early Years.

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

Overall the quality of the provision is good.

The childminder creates a child friendly, welcoming and stimulating environment for children. She has processes in place to ensure their safety and learning are promoted extremely well. Overall, the childminder ensures all children have opportunities, both indoors and outdoors, to play and develop new skills. Children benefit greatly from the childminder's attentive and caring approach and they are happy and confident. The childminder makes sure she meets children's individual care needs by engaging well with parents. She is reviewing how parents can become more involved in their children's learning. The childminder's partnerships with other organisations are also developing appropriately. These steps help children make good progress and promote their welfare and development.

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

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

- strengthen the two-way flow of information with parents and their involvement in supporting their child's learning and development.

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

The childminder provides a very safe and secure environment for children. This enables them to play and explore the available resources freely. The detailed risk assessment record shows clearly how potential hazards are minimised, including information to ensure children's safety during outings. The childminder has attended safeguarding training to ensure she has a secure understanding of her role and responsibilities regarding child protection and safeguarding children's welfare.

The childminder is committed to striving for improvement in her setting to benefit the children she cares for. She has developed a self-evaluation and reflective practice system which is effective for her needs. The childminder has a good awareness of her strengths and recognises areas for improvement. The childminder recently registered and although she is qualified to Level 4, she is planning to attend additional childcare training or workshops to improve her practices. She engages regularly with parents to help ensure she provides continuity of care. This takes place verbally and also by using a contact book, on a daily basis. However, the childminder is aware of the need to review how parents can become more involved in their children's learning and progress. The childminder is starting to build links with other professional childcarers and children's grandparents. This means the positive relationships developed will promote consistency in children's care.

The childminder organises her home and daily routines with safety as a high priority, making sure there is sufficient play space and opportunities for children. They are able to explore different areas and gain independence, when appropriate. For example, children can use all the downstairs area and there are toys to play with in the dining area and outdoors. The play resources are wide ranging, in good condition and are deployed extremely well. Children are able to make their own choices about their play alongside some planned activities by the childminder, such as trips out and painting. She always ensures all the learning areas are in good condition. The outside play space is used well on a daily basis but the childminder regularly includes walks and visits to local parks in her planning. Children benefit from the physical exercise and fresh air.

Regular observations are carried out on each child and the childminder evaluates and notes the outcomes for children. This results in next steps being identified well, and this information is then used for future planning. Children's development folders are very well kept and parents can view them at any time and take them home if they wish. Equality and diversity are promoted well. Children are valued as individuals. For example, the childminder follows the wishes of parents to ensure home routines are followed, wherever possible, for example children's sleep patterns and dietary needs. She shares a good range of guidance and information with parents. They each have copies of the childminder's policies, procedures and childcare related posters, and the Ofsted registration certificate is clearly displayed. Other relevant information is kept in clearly labelled files. Recent parent correspondence shows they are very happy with the care their children receive.

This helps to contribute towards continuity of care and effective outcomes for the children.

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

The childminder has a very good knowledge and understanding of the Early Years Foundation Stage requirements, and supports children's welfare and learning effectively. The excellent provision and planning of toys, equipment and experiences cover all areas of learning, helping children progress very well. For example, the childminder provides stimulating and challenging activities, promoting the physical development of children. Even though there are very young children attending, the childminder is keen to provide free play and ensures they have the opportunities to go outdoors throughout the day. The resources indoors and in the garden areas can be easily reached by children. Children enjoy using the moulding dough and are showing their skills in using tools to make shapes in the pieces of dough they have rolled in their hands. They also have great fun finger-painting, and learn to use a paint brush, creating pictures to take home. A play house in the garden provides a roleplay area the children can identify with as they pretend to cook. Different textures, such as water, sand and play foam encourage children to use their hands to feel, with the childminder suggesting words such as 'soft' and 'wet' for them to learn and recognise in the future. The children enjoy looking at books and they sit in the shade looking at the pictures with the childminder. Interactive toys and shape sorters allow children to develop hand and eye co-ordination skills. These activities enable them to develop skills in early communication and problem-solving. The childminder gives children good attention by talking and encouraging them as they play.

Children are provided with opportunities to develop physical skills through daily outings to parks and toddler groups. Observations are carried out on the children on a daily basis. These are clearly recorded, and photographs support the evaluations made and show how the children spend their time. Parents are kept well informed of their children's achievements and progress. The childminder has a folder for each child, which contains all the relevant records monitoring their progress. The childminder matches her observations to the expectations of the early learning goals, planning for the next steps needed for each child's individual development. The childminder is now building on children's interests, abilities and needs, enabling them to move forward effectively in their learning. Children show they really enjoy being with the childminder. They demonstrate close relationships with her and are comfortable and settled. The childminder plays with the children constantly as they play with the toys provided. The excellent layout of the setting allows children to be curious and creative, also encouraging an early awareness of number concepts. The childminder regularly praises children, acknowledging their achievements as they explore and play. This helps to develop their sense of belonging and self-assurance. It is very clear children feel safe and secure within the childminder's care. They trust her to meet their needs and look to her for guidance and help. The childminder is warm, fun and caring towards the children, which helps them to develop confidence and self-esteem. They are comfortable

with the flexible routine the childminder has developed. Children smile and interact with her as they all play together.

Effective health and hygiene routines are encouraged. Even very young children are learning how to wash their hands and beginning to develop an early understanding of good personal care. This practice also helps to prevent the spread of infections. All snacks, meals and drinks are provided by the childminder. Parents also regularly contribute a variety of fruit for the children to enjoy, enabling them to try different tastes. The childminder organises her time very well so that she is often able to pre-prepare food. Children benefit from nutritious snacks, meals and drinks. The resources include positive images of diversity and children attend regular activity groups. These practices help children become aware of the similarities and differences between people in society. The experiences provided contribute well towards helping children develop the necessary skills for their future learning and development.

## 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	1
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

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