

## Inspection report for early years provision

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<b>Unique reference number</b>	EY276565
<b>Inspection date</b>	17/08/2011
<b>Inspector</b>	June Rice
<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.

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 2003. She lives with her husband and one child aged eight years in Thorne, near Doncaster. The whole of the ground floor property is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has three rabbits and fish.

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 seven children attending who are within the Early Years Foundation Stage, all of whom, attend on a part-time basis. The childminder also offers care to children aged over five years to eight years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder holds a National Vocational Qualification Level 4 in children's learning, care and development.

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

Overall the quality of the provision is outstanding.

The childminder is highly motivated and demonstrates an exceedingly positive attitude towards continued improvement. She is extremely confident in the standard of care she provides and the self-assessment progress has proved to be accurate, which results in a provision that responds to all user needs. The childminder has developed excellent relationships with parents and others, giving utmost priority to children's welfare, learning and enjoyment. This ensures children continue to make outstanding progress in an environment in which they feel safe and secure.

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

To further improve the high quality early years provision the registered person should consider:

- ensure the fire log is up to date

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

The childminder works in partnership with parents and others to safeguard children. She demonstrates a very good understanding of child protection and is very confident in her ability to implement safeguarding procedures in order to protect children. She ensures appropriate suitability checks are in place, keeps a record of visitors and never leaves children unsupervised. The childminder provides parents with clear policies and procedures which include safeguarding and lost or

uncollected children. These are reviewed annually and parents receive any amended copies. The childminder continues to update her knowledge and understanding of child development and has achieved a National Vocational Qualification (NVQ) level 4 in childcare. Since her last inspection she has also attended a number of courses which include, Extending the Early Years Foundation Stage, Working together with parents, literacy & numeracy together, safer food and risk assessments. The variety of these training courses enables the childminder to enhance all aspects of her provision which significantly enhances the quality of care and education provided to children.

The childminder effectively uses self-evaluation and continuous self-reflection to monitor the effectiveness of her provision. This gives her a very good understanding of how well her setting works and ensures that she actively contributes to the individual needs of every child. She has developed systems to enable her to liaise very effectively with parents, other professionals and providers of early years to ensure children continue to make the best progress they can. For example, parents are provided with daily diaries to encourage a two-way flow of information, daily verbal feedback, relevant information about the setting and the Early Years Foundation Stage. However, the two-way diary is not used as effectively as it could be with parents seldom utilising it. Assessment of children's progress is rigorous and very clearly linked to the Early Years Foundation Stage. Parents have access to these records which are also shared with other early year's providers and schools with their permission. Systems in place actively support children through their transition stage to nursery and include visits to their new learning environment and introductions to their teachers and new classmates. This has a positive effect on children's learning and well-being.

Children learn a positive attitude towards others through an environment that reflects the wider world and children's own communities. For example, a wide range of books, photographs, role play equipment and activities that prompts children to ask questions and learn about differences. The childminder ensures all children are able to safely and independently select an excellent range of resources that are not gender bias and are age and stage appropriate. The childminder has a good understanding of her role and responsibility to ensure all children continue to achieve as well as they can and this includes her systems to help identify and support children who have learning difficulties and/or disabilities.

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

Children are learning about keeping safe through their daily routine, activities and discussion. They learn about road safety, stranger danger and how to stay safe near water. They are included in regular emergency evacuation practise, to help them learn how to evacuate quickly in an emergency. However, the fire log is not up to date. Good health and well-being is exceptionally well promoted. For example, clear procedures are implemented to prevent cross infection and sound systems are in place to record medication, accidents and existing injuries. Children adopt healthy habits. They drink when they are thirsty and wash their hands before meals and after using the toilet. The childminder promotes healthy eating

through activities and the provision of freshly cooked meals and healthy snacks. For example, children have planted, grown and tended fruit and vegetables and used them in their snacks. Outdoor activity is significantly enhanced through the provision of regular outings to parks, play areas and nature reserves. Children also benefit from attending a variety of groups at the local children centre. Indoor activities are successfully extended into the outside play area which children of all ages are able to access freely.

Children are encouraged to develop habits and behaviour appropriate to good learners. They are exceptionally well behaved and are friendly and courteous to each other. They participate in group activities where they have learnt to share, take turns and help each other. Children are encouraged to care for their environment and participate in activities, such as, planting and growing and use re-cycled materials for junk modelling. The childminder has an excellent understanding of how children learn and is very knowledgeable about the abilities of the children she cares for. This enables her to provide appropriate challenges that give children confidence in their abilities and helps them to succeed.

Children use their physical skills to negotiate a climbing frame and slide. They climb up the step ladder and haul their body onto the platform before going down the slide. They make good use of the outside space, run freely and crawl through tunnels with their friends. Children's interest in the wider world is nurtured through varied and imaginative activities. For example, they plant and tend flowers and fruits and benefit from using their home grown courgettes, cucumber, berries and carrots in their daily snacks. They learn how to care for living things. They feed caterpillars and are intrigued as they watch them evolve into butterflies before releasing them and they watch the growth of new born rabbits. Children go home and talk eagerly to their parents about how they have made bread and photographs show them kneading and rolling the dough.

Children benefit from an environment that promotes equality for all. They learn about different cultures and life styles through activities and resources that introduce them to differences. There are posters showing the French alphabet, a map with flags from different countries, books and small world characters that show people and their homes from around the world. Children are encouraged to experiment and solve problems. They use spades to scoop sand and place it into the top of a tower to make the wheel move. They repeat this action many times with different tools to scoop the sand. They spend small periods of time trying to put together a train track and construct a jigsaw and are happy for the childminder to help out and guide them, which gives them a sense of achievement. Children's developing skills in language, numbers and colours are encouraged during outings as they look at street names, the numbers of houses and name the colour of cars.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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