

## Inspection report for early years provision

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<b>Unique reference number</b>	EY419112
<b>Inspection date</b>	08/09/2011
<b>Inspector</b>	Justine Ellaway

<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 child aged three years in Long Eaton, Nottinghamshire. The whole ground floor, along with the first floor bathroom and second bedroom of the childminder's house, is used for childminding, and there is an enclosed rear garden for outdoor play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children at any one time. There are currently six children on roll, two of whom are within the early years age range. The childminder collects children from the local school and attends local toddler groups. The childminder provides support for children with special educational needs and/or disabilities and also for children who speak English as an additional language.

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

Overall the quality of the provision is good.

The childminder successfully implements the Early Years Foundation Stage to meet children's needs and promote their welfare. Most systems are well established so that children make good progress in their learning and development. A sound partnership with parents and carers is developed to ensure that information is shared and gathered to promote consistency of care. Systems to share information with other settings that children attend are suitably developed. The childminder is committed to developing her knowledge through training and has good capacity to improve.

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

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

- develop a more systematic and routine approach to using observations to plan the next steps in a child's developmental progress
- support children's understanding of the wider world by expanding the range of resources to reflect the diversity of children and adults within and beyond the setting.

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

The childminder has made a positive start to her childminding since registration. All of the required information is gathered and maintained. She demonstrates a sound understanding of the procedures to follow in the event of any child protection concerns. She has a proactive attitude to ensuring children are safe and takes responsibility for this. The environment is a safe place for children to play. The

childminder maintains weekly and monthly logs of different checks she undertakes and is careful to ensure toys are suitable to be around younger children. Appropriate risk assessments are conducted for each and every outing. The childminder has firmly established her procedures so that children know the expectations when they are out and about. All household members are known to Ofsted to enable appropriate checks to be undertaken.

Good use is made of the space to promote children's enjoyment and learning and development. There is plenty of floor space for younger children to crawl around. Toys and resources are stored at child height and toys laid out for younger children to reach independently. The childminder is careful to ensure that each child receives equal attention. She is well organised so that she spends a minimal amount of time preparing meals, which means children always have her attention.

A sound partnership with parents and carers ensures that children's needs are met and consistency of care is promoted. A daily diary provides useful information about what children have been doing. This includes information about their routines, meals and nappy changes, as well as any achievements. The childminder shares information about what development aspect she is supporting a child with, so that parents can support this at home if they wish. Parents and children write very positive comments about the childminder in her compliments book. The childminder shares information about children's individual development with other settings they attend. She also gathers information about what the other setting is doing so that she can link into this.

The childminder is committed to improving her knowledge and skills through training. She is currently studying for a National Vocational Qualification in childcare. She is honest when evaluating her practice and makes changes or improvements on a continuous basis. For example, she purchased additional resources to support the learning and development of the currently minded children and their interests. She has made a good start to her childminding in the short time she has been registered, which demonstrates her capacity to improve.

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

Children are settled and comfortable in the childminder's home. The childminder has a warm and friendly manner with the children, and they relate well to her. Younger children happily sit with her during play and cuddle when they are tired. Children's independence is successfully promoted as the childminder consistently encourages them to do things for themselves. They toilet independently, wash their hands and tidy away toys when they finish playing with them. They show care and consideration for each other. They behave well and receive lots of praise and encouragement, which supports their understanding of appropriate behaviour.

Children are interested and engaged by what is on offer. Younger children crawl and investigate the toys, holding them and banging them together. Older children select things they want to play with and bring them to the table or the floor.

Children develop their communication skills as they answer questions and explain what they are doing. They engage in make-believe play with small world and role play resources, using different voices for different characters. They learn about colours and shapes during activities such as play dough. Children learn about the wider world through activities during the year, for example craft activities linked to Chinese New Year. However, the range of resources reflecting positive images of diversity that are available on a day-to-day basis is limited.

Children develop an understanding of healthy eating and a healthy lifestyle through activities and discussions. They talk about foods that are good for them as they enjoy vegetables with their lunch or play with pretend food. They participate in activities where they plant and grow their own vegetables. They know that some things grow above the ground and some things under the ground. They enjoy physical play sessions during the regular outings.

Children demonstrate a good understanding of how to stay safe. They take care when moving around the environment. Older children move carefully when younger children are crawling. They know they should not go into the kitchen without the childminder. They practise the evacuation procedure and talk about stranger-danger.

The planning of adult-led activities and resources available during free play, takes into account children's stage of development. The childminder ensures there are a range of outings during the week to provide variety, including opportunities for children to socialise with others. She effectively uses time spent walking out and about to support children's learning, for example by recognising the numbers of houses they pass. The childminder has implemented a system to observe children's progress so she can record their learning and development. This has been recently amended and is mostly effective. However, it does not fully record children's progress in all the areas of learning.

## 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

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