

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY416606     |
| <b>Inspection date</b>         | 08/07/2011   |
| <b>Inspector</b>               | Rachel Wyatt |
| <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 2010. She works at the home of another registered childminder who lives in Hereford close to shops, parks, schools and public transport links. All of the premises are used for childminding and children's outdoor play is provided in the enclosed area of the rear garden which is level with the house. The family have two cats and a guinea pig.

The childminder is registered on the Early Years Register. She 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. She and her co-childminder are currently minding eight children in this age group. She also offers care to children aged over five to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to and collects them from a local school and she attends several toddler activities on a regular basis. She is a member of the National Childminding Association

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for and make good progress, responding positively to the childminder's reassuring manner and encouragement. She works effectively with her co-childminder and has good relationships with parents so that children's needs are fully understood and successfully met. The childminder and her colleague have implemented comprehensive and in the main, effective records and procedures to ensure children are safeguarded and kept healthy and safe. The childminder is able to drive and sustain improvement, including developing her own knowledge and extending children's opportunities to learn and play with other children. Overall the childminder consistently monitors key aspects of her childminding, but lacks an overall evaluation to help her identify potential areas to develop such as aspects of the children's educational programme and to gain further knowledge of some safeguarding processes.

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

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

- improve knowledge of Local Safeguarding Children Board procedures
- improve the educational programme to provide children with more opportunities to develop their use of information and communication technology and to find out about the beliefs and customs of others
- improve the organisation of the setting by extending the use of monitoring and evaluation in order to identify areas for improvement in all areas of the

Early Years Foundation Stage.

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

Children are effectively safeguarded. The childminder has attended relevant training and devised procedures which cover all aspects of safeguarding, including what action to take if an allegation of abuse is made against herself or her colleague. She has local safeguarding guidance to refer to, but conflicting information from a training provider has undermined her confidence about some processes. In other respects, the childminder ensures parents understand her role to protect children from harm, as they read her policies as part of their child's settling-in arrangements. The childminder obtains all required documentation and agreements so she fully understands each child's circumstances. Her safety measures are robust, ensuring a safe and secure environment for children and so they know how to keep themselves safe.

The childminder and her co-childminder work well together so children have good support, sessions and routines run smoothly and they use interesting toys and resources. Since registration the childminder has worked successfully with her colleague to review and develop their provision. For example, children's learning has been enhanced by opportunities to access different toys and activities as a result of her good links with other childminders. The childminder is developing her expertise by working towards a diploma in home based childcare. She effectively supports her colleague in extending the children's outdoor provision. The childminder and her colleague also consistently monitor aspects of their provision such as children's progress, health and safety, but she lacks an overall evaluation system to help her fully appraise all aspects of her childminding.

Children thrive and have a strong sense of belonging. The childminder praises and encourages them so they feel valued and confident. She relates well to parents and carers, exchanging information so she knows about children's backgrounds, characteristics and needs. From the outset parents are well informed about how the childminder and her co-childminder operate. Her certificate of registration is displayed and new parents read her policies. She shows them information about her background and training and about how her suitability is checked. Parents appreciate having daily feedback about their children's activities, routines and achievements and opportunities to read and comment on their child's progress records. The childminder also understands her role to work with other agencies in order to effectively support children with special educational needs and/or disabilities. Children who attend more than one setting have continuity, in particular as a result of her close links with several other childminders.

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

Children settle well and respond positively to the childminder's calm and sensitive support. She helps them to become confident, independent learners who enjoy the

range of activities she and her colleague provide at home and at other venues. She consistently observes and assesses children's progress in relation to the six areas of learning and adapts activities and resources to take account of children's interests, starting points and next steps. For instance, babies' physical skills are promoted and extended as she provides different toys and activities to extend their stamina, confidence and coordination as they move from sitting, to crawling, to standing and walking. The childminder's observations and assessments also enable her to identify any gaps in a child's development and to provide additional support.

Children develop good skills for the future. They are keen to join in activities as the childminder makes learning fun. She maintains their interest so babies and young children learn to concentrate and persevere. For instance, babies enjoy discovering different ways to make towers using large colourful bricks and stacking beakers. Children make decisions as they help themselves to toys stored in accessible boxes and increasingly develop independence during mealtimes and personal care routines. Children behave well. They socialise and play together, sharing and taking turns with toys. Children are polite and helpful, for instance, assisting with putting toys away. They socialise with other children and enjoy taking part in activities in their local community, such as play sessions at other childminders' homes. The childminder has some toys and books depicting positive images of diversity but this aspect of her provision is not fully developed to ensure children have regular opportunities to learn about the lives and customs of others.

The childminder has a warm rapport with babies and children. She talks easily to them so they interact confidently and develop good communication skills. They enjoy stories, songs and rhymes. The childminder encourages children's critical thinking in practical ways as they play with puzzles and compare items according to number, colour or shape. Babies and children enjoy cooking and explore different materials, such as, play dough, sand and water. They investigate how things work and react, for instance as babies busily explore different buttons, dials and pop-up features on a selection of interactive toys. However, currently there are limited opportunities for children to learn about and use information and communication technology. Babies and children relish being outdoors and are physically active. They enjoy walks and use a range of often quite challenging apparatus at other venues, such as parks and soft play sessions. Children are imaginative. For instance, with the childminder's help a toddler is absorbed in making a railway scene, building the track, adding trains, figures and trees. Babies and children enjoy painting and use a range of materials to make collages.

Children's welfare is promoted well. The childminder maintains a current first aid qualification and fully understands and successfully meets each child's care, health, dietary and cultural needs. Children's sleep and feeding routines are effectively managed and the childminder ensures they have prompt, appropriate treatment if they have an accident, need medication or become unwell. Parents are kept fully informed of their child's condition in such circumstances. Children develop a good understanding of the importance of leading a healthy lifestyle. They adopt good hygiene practices and make healthy choices about what to eat and drink. They take part in activities focussing on being healthy, such as making pictures of foods that are good for them. Babies and children have regular fresh air and exercise. Children are kept safe as the premises are secure and free from hazards. They are

effectively supervised and thorough risk assessments and daily checks are used to monitor their overall safety on and off the premises. It is clear children feel emotionally secure with the childminder. They settle quickly and relate well to her and her colleague. The childminder is receptive to children's changes in mood and quietly reassures them. Children are also taught how to behave in ways that are safe for themselves and others, so they know how to use equipment and toys correctly. On walks and outings they learn about road safety. They talk about and take part in emergency evacuation drills.

## 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

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|--|---|
| <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

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|--|---|
| <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                             | 3 |
| The effectiveness of safeguarding  | 2 |
| 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                                | 2 |

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

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|--|---|
| 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

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|--|---|
| <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        | 3 |
| 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