

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY427181      |
| <b>Inspection date</b>         | 21/11/2011    |
| <b>Inspector</b>               | Judith Rayner |
| <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 2011. She lives with her family and three pet cats, on a residential road in Clifton, Nottinghamshire. There are local facilities close by, such as, parks, a school and shops. The whole of the ground floor is used by minded children with toilet facilities easily accessible. There is a fully enclosed back garden available for outdoor play with sufficient parking to front of the property.

The childminder is registered to care for a maximum of six children under eight years of age. She is currently caring for three children, two of whom, are in the early years range. Children attend various days and times throughout the week. The childminder takes and collects children from school. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the quality of the provision is Satisfactory.

Children are cared for in a safe, clean and welcoming home. The childminder provides a generally good range of toys, resources and experiences, to support children's all-round development. Mostly good partnership systems are in place between parents and others. Most records are up to date and recorded well. Despite the childminder being in the early stages of her business, she uses a useful system to reflect upon her practice.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure a record of the risk assessment clearly stating when it is carried out, by whom, date of review and any action taken following a review or incident with regard to outings
- 05/12/2011

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

- develop further the use of observations and assessments building on children's interests to identify learning priorities and plan relevant and motivating learning experiences for each child within the six areas of learning
- increase the range of toys, resources and experiences for children to learn about others' similarities and differences

- develop further the links between others involved with children to consolidate their learning and development

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

The childminder is very clear of the procedures she should take should she have any concerns regarding any of the children in her care. A clearly written policy on safeguarding is shared with parents from when they first start. This policy highlights the appropriate procedures and practice that the childminder adheres to. Children are supervised well during play and when sleeping. Effective safety strategies are in place, such as, safety gates, cupboard and door locks and table edge protectors. Mostly, robust risk assessments are undertaken. Visual checks are completed before the children arrive, during their play and when they have gone home. Records completed are thorough for the home and garden. However, the records for individual outings are not specific enough in highlighting when it is carried out, by whom, date of review and any action taken following a review or incident. Sufficient space and organised resources help children to make independent choices in their play. As a result, children are able to move freely around the home and garden safely.

The childminder knows the children she cares for well. She has suitable organisational skills and fully respects the individual needs of the children in her care. Children are treated with equal concern. She takes into consideration each child's individual routines, needs and interests, such as, sleep, meal times and school runs. Children learn about others' similarities and differences through accessing some activities, such as, making lanterns for Diwali at the local support centre. However, there are less resources and toys within the home to further promote children's awareness to positive images and diversity. Suitable relationships with providers where children attend other settings, are in place. This is mainly through verbal discussions. However, the system used does not support the childminder fully in clearly identifying activities that will consolidate children's learning and development. Partnership with parents is good. Written comments highlight the value they place on the childminder's flexible approach and ongoing support. Written, daily diaries for the youngest children works well, informing parents of their child's events throughout the day. This is further supported through daily discussions held at the drop off and collection times of the children.

Despite the childminder being in the early stages of childminding, she has implemented a useful system to reflect and evaluate her practice. Discussions with parents, supported by a completed written questionnaire, enable the childminder to identify areas for improvement. For example, the childminder now uses the toy library, increasing the range of toys and resources within her home. All required courses have been completed, such as, a paediatric first aid. The childminder has implemented a good range of written policies and procedures. Copies are given to parents to read and sign in agreement to the practice delivered by the childminder. Records are held securely and are accurately recorded, such as, child details and consents forms.

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

Children are happy, settled and enjoy their time with the childminder. The childminder is skilled in offering children good support to extend their learning and development. She knows the children well and encourages and motivates children in their play. Children engage happily in activities, are curious and interested. The childminder undertakes observations of children to monitor and track their development and interests. However, the childminder is still in the early stages of assessing their progress. As yet, the childminder does not always build on children's interests to identify learning priorities. The free play plans are not always relevant or motivate learning experiences for each child within the six areas of learning. Despite this, the childminder is supportive of children's learning. She engages well with the children, such as, getting down on the floor to the child's level and interacting very well with children. Children respond and have lots of fun whilst engaging in the activities.

The behaviour of children is good. They are becoming familiar with the expectations promoted consistently by the childminder. They learn to treat toys with respect and help tidy them up before going to sleep. They have a good relationship with the childminder and thoroughly enjoy her company. Children explore their environment and they make independent choices in their play freely moving between rooms. They select toys of their choice, such as, the push along toys. They climb on and off with ease and confidently push them around the rooms. Children's language skills are developing well. They explore the hard back books, pressing buttons, pointing to characters and babble in conversation with the childminder. Children develop their mathematical skills well. They place bricks and shapes in posting boxes using their problem solving skills. They count their fingers with the childminder as they are helped to wash their hands after eating. Particular interests in programmable toys give children much delight. They enjoy pressing buttons, make lights flash and play music. They show great curiosity and interest in computers, tapping the key board to change the prints on the screen. New challenges are introduced, such as, mark making with felt tips. Children are curious to how the tops come off. They spend time concentrating very well in attempting to remove and put the tops back on. They then draw on the paper creating beautiful linear markings with various colours.

Children are provided with good opportunities to enhance their all-round development during their time with the childminder and build on their skills for preparing for the future. They spend time in other settings, such as, playgroups and childminding groups, socialising with other children of similar ages. They learn to share toys, take turns and respect others' similarities and differences. Children are learning that exercise can be fun as they spend time at the park as well as local indoor soft play centres. Children are offered healthy meals which adhere to their individual dietary requirements. The good practice promoted by the childminder help raise children's awareness to personal hygiene and safety. Children are strapped in securely when they are in their highchair and pushchair. They learn about the importance of hand washing to stop germs spreading as they wash their hands before and after they have food.

## 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> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### 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>            | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources                                           | 3 |
| 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 | 3 |
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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> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| 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       | 3 |

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## **Annex B: the Childcare Register**

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|---------------------------------------------------------------------------------------------------|-----|
| 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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