

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY312787
<b>Inspection date</b>	12/12/2011
<b>Inspector</b>	Emma Bright

<b>Type of setting</b>	Childminder
------------------------	-------------

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 2005. She lives with her husband and four children aged nine, 14, 15 and 16 years in Peterborough, Cambridgeshire. All areas of the childminder's house are used for childminding and there is a fully enclosed garden for outside play. The childminder walks and drives to local schools and amenities. The family has two cats.

The childminder is registered to care for a maximum of six children at any one time, of these no more than three may be in the early years age range. She is currently minding three children in this age group, all of whom attend on a part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is satisfactory.

The childminder works with parents to ensure children are settled in her care and their individual needs are appropriately met. She deploys her resources so that children can make choices about their play. The childminder provides a sound range of activities to help children make satisfactory progress in their learning and development. Most of the required documentation is in place to promote children's welfare and systems for self-evaluation are evolving.

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

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

- develop the use of information gathered about children's learning so that parents have opportunities to contribute to the record of their child's progress towards the Early Learning Goals
- improve further the two-way flow of communication between parents and the childminding provision to ensure written consents are clear
- develop the system for monitoring and evaluating the early years provision, involving parents and children in order to maintain continuous improvement.

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

The childminder understands about notifying Ofsted of any changes, or to the suitability of adults living on the premises. She is clear about her role in safeguarding children and has recently attended a training course in child protection to update her knowledge so she knows about the appropriate procedures to put into practice when necessary. This means children are kept safe

from harm. All of the required documentation is in place and generally well organised to promote the welfare of children.

The childminder has good relationships with parents she gathers information from them so that she knows about children's individual interests and needs and can provide consistency of care. Parents receive daily verbal feedback about their child's day. Although written consents are in place, some of them lack clarity which means parents are potentially not clear about some of the activities. The childminder has a positive attitude to liaising with other providers delivering the Early Years Foundation Stage and has begun to make links with these settings.

Risk assessments are in place to ensure that hazards are identified and minimised, both in the home and on outings. The childminder supervises the children and ensures the toys and materials they use are safe and appropriate for their ages. Resources are organised so that children can select the toys they wish to play with and these are checked regularly to ensure they are safe for children. The childminder promotes inclusion appropriately as she makes sure the activities on offer suitably meet children's individual needs. The childminder is beginning to identify some areas of strength and areas which require development. However, the system for monitoring and evaluating the provision is not fully effective to ensure continuous improvement of the provision.

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

The childminder has a sound understanding of how young children learn and this enables her to provide satisfactory activities to generally support each child's learning and development. The childminder is developing a record of children's progress, however, the information gained from her observations of children is not fully used to identify the next steps in each child's learning and parents have fewer opportunities to contribute to these records in order to share what they know about children's progress.

The childminder provides a welcoming environment where children are relaxed and comfortable in her care. Children are developing independence skills as they help themselves to toys and they are encouraged to learn about sharing through turn-taking games. The childminder has appropriate systems in place to care for children with special educational needs and/or disabilities. Children enjoy opportunities to explore their imagination through activities such as dressing up or drawing their own pictures.

Resources are in place that helps children gain awareness about the diverse society in which they live and they regularly go out, meeting others from their local community. Children learn problem-solving skills as they operate simple equipment such as push and play or pop-up toys and they build complex structures from small bricks. They demonstrate awareness of numbers as they use number names to count how many biscuits they have and sing number songs. Children chat readily with the childminder who responds to their talk. She repeats and models key words to promote their language development. These simple activities begin to lay

satisfactory foundations to develop children's future skills.

Appropriate procedures are in place for recording accidents and the childminder ensures she is able to respond appropriately if children have an accident as she has completed an appropriate first aid qualification. The childminder helps children to gain an awareness of how to keep safe. For example, they talk about crossing the road safely when out walking. Children enjoy some opportunities for fresh air and exercise as they play in the garden or at the local park. Information about children's dietary requirements is clearly recorded and the childminder provides generally healthy meals and snacks. Children's health is promoted and sensible hygiene procedures are in place to prevent the spread of infection.

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

### 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>	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	3
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	3

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

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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