

## Inspection report for early years provision

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<b>Unique reference number</b>	EY427239
<b>Inspection date</b>	15/12/2011
<b>Inspector</b>	Sheena Gibson
<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 near Ilkeston, Derbyshire. Access to the home is via two small steps up to the front door. The whole ground floor and first floor of the childminder's house are used for childminding and there is a fully enclosed garden for outside play. The childminder has a dog and a hamster.

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 four children at any one time. Currently there is one child on roll who is in the early years age group. The childminder is a member of National Childminding Association.

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

Overall the quality of the provision is good.

The childminder takes time to get to know the children and their families. Therefore children's needs are understood and met well. On the whole they make good progress in their learning through the variety of play opportunities that they are given. The positive relationships that the childminder has with parents results in valuable information being shared that effectively supports children's welfare and learning. Early partnerships with other providers offer a suitable level of consistency for children. The childminder is reflective and formally evaluates her provision in order to benefit the outcomes for children.

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

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

- develop further, observations so that the children's next steps are effectively used to inform future planning
- build on activities and opportunities that help children to learn about diversity
- share consistently, information about children's development, learning, and any other relevant information with practitioners from other settings that children attend.

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

Children are safeguarded well. The childminder has a clear and confident understanding about how to protect children and has completed an advanced safeguarding course. The home environment is safe and secure. The childminder ensures that only those who have been appropriately checked have contact with the children and maintains a visitor book so that she knows who is, or has been,

on the premises. Risk assessments are carried out that are robust and positively support children's safety. Checks are also carried out first thing in the morning to minimise any risks to children.

The childminder has completed all of the required training. She is committed to continuing her development and to this end has taken part in a variety of additional training courses. She is reflective and regularly reviews and evaluates her practice. This proactive attitude benefits the outcomes for children. The childminder has developed a wide range of records and documentation. She regularly reviews these to ensure that they are fully effective in supporting her practice. Parents and carers of the children are valued and supported as partners in their children's care and learning. They are given good information when they register with the childminder and on an ongoing basis through a daily diary. They therefore effectively contribute, verbally, and in writing, to their child's care and learning. The childminder has begun to develop communications with other providers, although this is not yet a fully consistent sharing of information.

The childminder develops a close bond with the children and their families and consequently she is able to understand how to best meet their individual needs and what may impact upon the children. She is aware of children's developmental stage, likes and dislikes so she is able to ensure that they have good opportunities to reach their potential. The childminder organises the environment to provide children with stability and routine. For example, certain activities are done in particular rooms of the house and there is a specific room for children to rest in. Toys are easily accessible for children to make choices from, which successfully supports their learning.

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

Children are cared for in a clean, well-maintained home environment. They are learning about good hygiene through daily routines. For example, they wash their hands before snack, recognising that they are 'sticky'. The childminder talks to them about what germs are and shows them how to wash their hands thoroughly. Appropriate action is taken to reduce the risk of cross-infection if children are unwell. The childminder's sickness policy is shared with parents and records are in place should medication be required. The childminder maintains a current first aid certificate and has procedures in place for managing and recording accidents. Children are encouraged to eat healthily. For example, the childminder takes them on a shopping trip so that they can choose their own healthy snacks. She speaks to them about, for example, not eating too many biscuits because they may get tummy ache. Mealtimes are sociable and the childminder takes the opportunity to teach children about staying safe. For example, she explains to them not to put more than one piece of fruit into their mouth at one time.

Children are confident and make good progress in their learning. The childminder obtains detailed information from parents at the point of registration that enables her to understand their starting point. The childminder carries out observations so that she knows the children's abilities. She plans activities that she knows they

enjoy and that will contribute to their progress. However, the links between the childminder's observations and the children's next steps are not consistently used to inform planning. Even so, because the childminder knows the child well she is able to provide appropriate activities to ensure children's continued development. Children have developed a close bond with the childminder. They sit together at the children's level, talking about familiar things, such as family members. The childminder encourages language development through open questions. For example a child tells the childminder 'I am thinking', to which the childminder asks, 'what are you thinking about?' Children are involved with decision making. For example, they can choose what toys they want to play with and whether or not they want to keep certain favourite toys to extend an activity. Children enjoy playing with the train set and understand that pressing the button on the top creates movement by the train. They also demonstrate dexterity as they push the train around a curved track.

Children learn about change as they watch what happens when they add water and food colouring to icing sugar. They use their imagination when decorating biscuits. They discuss the colours and the shapes and count the decorations as they put them onto the biscuits. Children enjoy a game of animal lotto and capably match the different animals to the pictures on the card. They sit close to the childminder to 'read' a children's story about a popular train character, which also includes the letters of the alphabet. They listen to the childminder as she reads the story, sounding out the initial letters of the engine's names. They have sufficient opportunities to see positive images of other people, although these are small in number and so do not cover the breadth of diversity. Children are learning about appropriate behaviour and caring for others. For example, they understand and respect games that involve turn taking. They have opportunities to learn about feelings and this enables them to express themselves in an appropriate way.

## 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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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