

## Inspection report for early years provision

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<b>Unique reference number</b>	314258
<b>Inspection date</b>	15/11/2011
<b>Inspector</b>	Ros Vahey
<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 has been registered since 1989. She lives with her husband in a house near Hull. The ground floor of the house is used for childminding purposes. There is an enclosed garden available for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight at any one time. There are currently nine children on roll between the ages of two and seven who attend for a variety of sessions on a part-time basis. She also cares for children over eight years. The childminder takes and collects children from the local primary school. She has a level 3 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well settled, safe and secure because their individual needs are sensitively met. They really enjoy their learning and thrive in an environment where learning and developing skills for life are top priorities. The childminder knows the children well and works very successfully with their parents, carers and other services, although she has not yet requested parental permission for emergency medical treatment. Overall, children are provided with a wide range of activities. Systems to self-evaluate the provision are good using the Ofsted form as the basis for this so the childminder is making some continuous improvements and improving the good outcomes for children.

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

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

- request written parental permission to the seeking of any necessary emergency medical treatment in the future, ensuring that parents fully understand the circumstances when this would apply (Safeguarding and promoting children's welfare). 08/12/2011

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

- provide a balance of child-initiated and adult-led play-based activities so that children have time and space to develop their own ideas, organising and deciding on the direction of play.

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

Children are safeguarded and well protected in the setting because the childminder has a good knowledge of local safeguarding procedures. Many clear policies and procedures are shared with parents. While the childminder has sought written parental permission for medical advice in the event of any emergency, she is in breach of the requirement because she has not requested written parental permission for emergency medical treatment. However, she is well informed about child protection and has the appropriate contact details available should she be concerned about a child. All household members are suitably vetted. Children are kept very safe while in the childminder's care because she is vigilant and supervises the children well. She regularly reviews and updates her risk assessments which cover all areas of her home including the garden and trips away from home. This means all children are well protected when using equipment and resources such as the slide and feeding the ducks at the park.

The childminder is knowledgeable about the Early Years Foundation Stage and uses this well to support children in their learning. The environment is well organised and children can independently access a wide range of resources including a variety of art and craft materials and construction toys. This means that children are developing their independence skills which contribute to good progress in their development. The childminder is aware of her strengths and continually looks for ways to improve her provision for the children such as involving parents, carers and children in identifying areas for improvement. She has addressed the previous recommendation promptly and effectively. For example, she has implemented improved routines for ensuring that medication records are kept confidential.

The childminder forms successful, close working relationships with parents and carers. She obtains useful information about each child, such as what they can do themselves as well as their dietary and personal care needs. This means that parents' wishes and children's individual needs are effectively met. The childminder and parents share important information about their child's starting points and progress. This means that parents can become involved in their child's learning and each child is well supported in making progress towards their early learning goals. Effective relationships with other provisions and professionals involved with the children are firmly established and contribute well to supporting children's welfare and learning. The childminder offers sensitive and caring support to children who speak English as an additional language or are bilingual. Children are learning to develop positive attitudes towards themselves and others because the childminder teaches them about other cultures and beliefs, for example by shopping for food in the Chinese supermarket as well as celebrating Diwali.

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

Children are confident and really enjoy being in this setting. They are familiar and secure in its routines because the childminder is careful to meet their needs well. Children are able to move freely and safely around the setting because the childminder ensures their environment is safe. For example, they are well aware of where they can go in the setting and know how to use the toys and other resources safely. Children's good health is promoted effectively by the childminder. They readily wash their hands before a snack because good hand washing routines are well established. They are starting to learn about making good choices in food because they are offered healthy options, such as fruit. Children are able to get out in the fresh air on most days. They are developing good physical skills in running, jumping and dancing because they make use of a variety of resources. For example, they can use the slide, tricycles and other equipment to test and challenge their skills.

Children are making good progress towards the early learning goals, particularly achieving well and enjoying their learning because the childminder plans activities around their interests and needs. She regularly observes what they can do and records their progress so that what they need to do next is identified. Children are developing excellent language and communication skills. They enjoy looking at books, turning the pages to find their favourite picture and talking about what they see; often mimicking good reading behaviour. The children have plenty of opportunities to try out their early writing and drawing skills. For example, they like to make lines and circles with the paints and practise writing through everyday activities such as creating a shopping list. They can count ably up to ten and enjoy recognising shapes in the jigsaw puzzles. However, children have fewer opportunities to develop their own ideas when they play before adult support is provided. The childminder promotes children's knowledge and understanding of the world very well through a variety of activities such as making cakes, using play dough and play with small world figures. Children are also gaining very good skills in practical day-to-day events through role play because they access a variety of imaginative resources. This means that children are also developing excellent skills for the future.

Children behave well in the setting. This is because the childminder makes her expectations clear regarding acceptable behaviour. Children are learning about their own and other cultures and beliefs because they learn how to make and celebrate birthdays and festivals together.

## 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	1
The effectiveness of the setting's engagement with parents and carers	1

### 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	1
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	1

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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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