

## Inspection report for early years provision

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<b>Unique reference number</b>	317751
<b>Inspection date</b>	19/10/2011
<b>Inspector</b>	Angie Ellis
<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 1984. She lives with her husband in the village of Sprotbrough in Doncaster. This is within walking distance of local amenities. The whole of the ground floor of the property is used for childminding. There is one step to access the entrance of the premises. There is an enclosed garden available for outside play.

The childminder 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. There are currently two children attending who are within the Early Years Foundation Stage, both of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 12 years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She 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 provides a welcoming environment in which there are a varied range of toys and activities available to all children to stimulate their interests. She has knowledge of each child's individual needs and this ensures that she promotes their welfare and learning appropriately. Children make sound progress in all aspects of their learning and development. Most of the requirements relating to children's welfare are promoted appropriately; however, there is an aspect in relation to documentation that is not fully met. The systems in place to reflect on and evaluate practice in order to maintain continuous improvement are in their infancy. The childminder has a positive relationship with parents and an appropriate understanding of making links with other settings that children attend to supports their continuity of care appropriately.

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

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

- obtain prior written permission from parents for each and every medicine before any medication is given (Safeguarding and welfare). (also applies to both parts of the Childcare Register)
- 20/10/2011

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

- ensure that the risk assessment covers anything which a child may come into contact with and carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved

- develop further the culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- improve how the information shared with parents is used to promote continuity and support individual children's learning and progression
- develop the observation and assessments of individual children's progress in order to make clear links to the areas of learning and use them to identify learning priorities within the planning.

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

The childminder understands her responsibility to safeguard children in her care and ensure their well-being is maintained. She has a written child protection policy in place and knows the procedure to follow should she have any concerns about a child. The childminder can explain the procedure for the emergency evacuation of the premises, however, regular evacuation drills are not carried out. Most of the records required for safe and efficient management of the early years provision are maintained. However, prior written permission has not been obtained from parents for each and every medicine before medication is given. This means that the requirement in relation to documentation is not fully met. The home is safe and conducive to learning. Risk assessment records identify aspects of the environment that need to be checked on a regular basis. However, the risk assessment does not cover everything within the home which a child may come into contact. For example, it does not include the bottles of alcohol that are stored in the wine rack at child height. The written risk assessment record includes each type of outing.

The childminder has over 20 years experience of caring for children. She meets the individual needs of children appropriately, irrespective of background or ability. She does this by developing positive relationships with parents and children, and this contributes to inclusion, meeting children's needs consistently and providing continuity of care.

The childminder deploys resources appropriately. For example, space allows for a varied range of resources that are stored and arranged to be easily accessible to encourage children to make independent choices and follow their own interests. The childminder keeps up to date with current childcare practice through reading relevant publications and meeting up with other childminders at the local children's centre. Some steps are in place to ensure that resources and the environment are sustainable. For example, the children learn to care for the plants that are growing in the garden by watering them. The childminder demonstrates suitable ambition and vision to drive improvement and has identified that she wishes to continue to keep up to date with any mandatory training related to meeting the Early Years Foundation Stage. The self-evaluation process is at an early stage. The childminder verbally describes what she does well and sufficiently evaluates the impact that the improvements she has made since the last inspection have had on her service. However, the childminder does not sufficiently reflect and identify areas for development in order to maintain continuous improvement.

Friendly exchanges were observed with parents during the inspection. They express that they are very happy with the care of their child and would recommend the service. They are kept appropriately informed about their child's activities through daily verbal discussion and a diary. However, there is insufficient evidence to demonstrate how information shared with parents is used to promote continuity and support individual children's learning and progression. There are a range of policies and procedures that are available to them to keep them informed of aspects of the service provided. There are currently no children on roll who also attend any other early years provision. However, the childminder understands the importance of sharing information with other settings when appropriate to support children's continuity of care.

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

The childminder has a sound understanding of the welfare, learning and development requirements. She demonstrates this by providing stimulating activities that all the children are interested in; therefore they have fun and behave well. This results in children making steady progress in their learning in relation to their capabilities and starting points. The children's assessment diary provides parents with a basic personalised record of their child's progress. This includes observations and photographs. However, the observations are not matched to the areas of learning and do not specifically identify the next steps to plan for future learning.

Young children are clearly very happy and confident. They are eager to show the inspector the train track that is set up in the living room. They talk about the lights that they have built around the track from the blocks. They can name some of the colours and count some of the blocks. Children are very interested in the inspector's laptop and recognise some of the numbers and letters. This demonstrates children's communication and numeracy skills. Therefore, they are appropriately equipped with the skills they need in order to secure future learning. Children are very independent and listen to instructions from the childminder to go and fetch their shoes before going to play outside. Trusting relationships are developed between the childminder and the children, which increases their sense of well-being and confidence, and demonstrates that they feel safe. The childminder understands that suitable types of activities and appropriate levels of support give children the confidence to take risks and try out new skills. She knows their capabilities well. Children learn to tidy away toys after they have played with them so that no one trips and hurts themselves.

The children learn about the local community, the natural world around them and develop an awareness of the seasons. This is because they have regular opportunities to be active and play outside and go out for walks to extend their experiences. For example, children enjoy listening to the sound of the Autumn leaves as they gather them in the garden. Children are offered fresh, home-cooked meals, such as chicken stew, with plenty of vegetables that the children can name. These experiences help children to develop a positive attitude towards exercise and support them in leading a healthy lifestyle. They learn about diversity within

society and develop their knowledge and understanding of the world through discussion about the people they meet within the community.

## 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

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### 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

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 20/10/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the report (Records to be kept). 20/10/2011