

## Inspection report for early years provision

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<b>Unique reference number</b>	300306
<b>Inspection date</b>	26/01/2012
<b>Inspector</b>	Tara Street
<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 1997 and lives with her husband and teenage son in Frechville, Sheffield. Premises are accessible via a small step to the front door. The whole of the ground floor of the childminder's house is used for childminding purposes, with toilet facilities on the first floor. Children have access to the upper part of the rear garden, adjacent to the house, for outdoor play. Care is offered Monday to Friday all year round.

The childminder is registered to care for a maximum of four children under eight years at any one time, three of whom may be in the early years age range. The childminder is currently minding four children under eight years, of which three are in the early years age group. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder walks and drives to local schools to take and collect children. The family have some pet guinea pigs which are kept outside. She is a member of the National Childminding Association and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a warm and caring disposition, which is conducive to making all children feel welcome and included. She provides a suitable range of activities for children, which cover most areas of learning, although, systems for tracking children's progress are being developed. Most records and documentation are in place to promote children's safety and welfare, although, some required information has not been obtained. Overall, appropriate relationships with parents and carers and other early years providers have been established to ensure there is continuity and consistency in children's care and welfare. The childminder demonstrates a satisfactory capacity to improve as she reflects upon her practice appropriately and has a clear plan to ensure ongoing improvements are made.

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

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

- gain information about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 15/02/2012

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

- develop further the indoor environment by ensuring all resources are easily accessible to all children

- implement systems for summative assessments so that children's progress can be tracked and the information used to inform future planning
- develop further ways to involve parents and carers as part of the ongoing observation and assessment process
- extend systems further to maintain a regular two-way flow of information between all other early years providers which children attend to ensure continuity of care and learning.

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

The childminder demonstrates a sound understanding of the signs and symptoms of abuse, including procedures to follow should she have any concerns. This ensures that children are appropriately safeguarded in her care. The childminder ensures the premises and play areas are safe and secure as she undertakes and reviews, risk assessments of the premises, outings and equipment on a regular basis. Most of the required documentation, policies and procedures that promote children's health, safety and wellbeing are in place. However, information about those who have parental responsibility for the children or legal contact are not gained for all children which is a breach of requirement of the Early Years Foundation Stage.

The childminder uses self-evaluation processes appropriately and all of the actions and recommendations raised at the last inspection have been met. She reflects on her daily practice and makes appropriate changes to improve the provision as she thinks necessary. The childminder provides a welcoming, child-friendly environment where children enjoy a satisfactory range of resources and play activities. However, due to the organisation and storage of some of the resources, children's independent access is limited. The childminder actively promotes equality and diversity as she recognises children's individuality. She has a sound knowledge of each child's background and needs, and ensures that all children are fully included.

The childminder has formed appropriate relationships with parents and carers of children. She exchanges verbal information at the end of each session, keeping parents informed about what the children have been doing and the care they have received. However, opportunities to involve parents and carers as part of the ongoing observation and assessment process are limited. There are appropriate links with other early years practitioners, which ensures children's welfare needs are planned for. However, sharing of more regular information about children's on-going progress and achievements with other early years settings that children also attend, is not fully established. This impacts on the continuity and consistency in children's learning and development.

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

The childminder has a satisfactory understanding of the Early Years Foundation Stage Framework and implements it appropriately. She considers children's interests and capabilities when deciding which activities and resources to provide. Individual learning journey records have been introduced, which include some observations and photographs of children at play, linked to the six areas of learning. However, systems for summative assessment with regard to tracking children's progress and using this information to inform future planning have not been fully developed.

Children enjoy their time with the childminder and are happy to participate in the variety of activities provided. For example, jigsaws, books, play garage and farm set, dolls and construction resources. These help children develop appropriate skills for the future. The childminder celebrates an appropriate range of festivals with the children and provides a selection of related resources to raise their awareness of different cultures. Children are learning to share and take turns through the childminder's appropriate support. They are gaining knowledge of the natural world, for instance, they enjoy regular opportunities to plant and grow cress, daffodils and sunflowers. Their communication skills are appropriately fostered, resulting in good interactions between themselves and the childminder. For example, children enjoy practicing their mark-making skills as they draw around stencils and confidently name the different shapes and colours, such as, helicopter, horse, yellow and pink. An appropriate range of matching, sorting and sequencing activities encourage children's problem solving and reasoning skills. A variety of creative experiences promote their self-expression whilst having fun, such as, painting, dough play, baking, cutting and sticking and collage activities. Regular use of the garden, local school fields and visits to the park provide opportunities for healthy exercise to encourage children's physical development.

Children demonstrate an appropriate sense of belonging due to the childminder's friendly and caring disposition. They are developing a suitable understanding of how to keep themselves safe as they practise the evacuation procedure and use a selection of tools and resources safely. Children's health is appropriately supported through the promotion of healthy eating and drinks which are available to children throughout the day. They are beginning to learn about some simple health and hygiene practices as part of the day's routine, such as, hand washing after using the toilet or potty. All relevant documentation with regard to health, including specific dietary needs, is in place and up-to-date. This positively safeguards children's well-being.

## 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
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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:	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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