

## Inspection report for early years provision

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<b>Unique reference number</b>	EY346291
<b>Inspection date</b>	31/01/2012
<b>Inspector</b>	Diane Turner
<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 2007. She lives with her husband and three children aged 13, five and three years, in a semi-detached house in Sheffield. All of the ground floor of the home and the bathroom and study on the first floor are used for childminding purposes. There is an enclosed garden for outdoor play and the home is close to local shops, a park and other amenities. A dog is kept as a pet.

The childminder has a relevant early years qualification at level 3 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. The childminder is registered to work with an assistant; when together they may care for seven children under eight years, of whom no more than four may be in the early years age range. There are currently eight children on roll, of whom four are in the early years age group. They all attend on a part-time basis.

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

Overall the quality of the provision is good.

Children are cared for in a happy and homely environment where they are offered a good range of learning opportunities that capture their interest and support their development very successfully. The partnership with parents is good and the sharing of information regarding children as individuals is effective overall. However, links with providers of other settings the children also attend are not fully developed. Effective systems are in place to monitor, reflect on and evaluate the quality of the service and to identify areas for future improvement. This results in a service that continually develops, which in turn enhances 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 the links with other early years settings the children also attend, to ensure effective continuity and progression in their learning and development is promoted through the sharing of relevant information
- develop further the system to enable parents to contribute to their children's learning and development record.

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

The childminder pays good attention to safeguarding and promoting children's welfare. She has a good understanding of her responsibilities in terms of child protection issues and carries out thorough risk assessments to ensure children are cared for in a safe environment. A good range of policies and procedures show how the service operates and day-to-day documentation is maintained to a good standard, showing the service is managed efficiently. The childminder organises her home effectively, enabling children to play and learn in comfort. A good range of toys and resources are available for them to choose from, these are stored in a dedicated room.

The childminder is driven to providing good quality care for children and is keen to discuss how she strives to ensure children feel at home and valued in their environment. The childminder is committed to improving her service, adopting a clear reflective approach to self-evaluation. For example, she is currently working towards achieving a further qualification at degree level. She enthusiastically discusses how she is starting to use the knowledge gained to improve the outcomes for children, such as seeking their opinions as to what they would like to see included in their learning journey. The childminder pays good attention to promoting equality and diversity. She gathers written information about children's individual needs and interests and they are fully involved in drawing up the programme of activities. Through celebrating festivals, such as the Chinese New Year, and taking part in activities, such as carving pumpkin lanterns at Halloween, the children are actively encouraged to learn about their own traditions and the cultures and beliefs of others.

The childminder fully understands the benefits of working closely with providers of other early years settings the children may also attend to promote a shared approach to their care and learning. Links are starting to be developed with the local school nursery but these are not yet embedded to ensure they are effective. The childminder engages well with all parents. She provides them with copies of all her policies and procedures to ensure they know how the service operates and asks them to sign to say they agree to these. Verbal communication is used effectively to pass on daily information about the children's care. The childminder regularly shares the children's learning journey with parents so they know how they are progressing in the setting. However, the system to enable them to contribute their observations of the children's learning at home is not fully effective. This means the childminder is not fully informed of the progress children make outside the setting. Parents and carers are keen to share their satisfaction of the service they receive. For example, they praise the childminder's caring and consistent approach.

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

The childminder has a good understanding of how children learn and develop. She provides a good range of activities that are planned around children's interests which inspires them to take part. For example, during a topic linked to the children's interest in vehicles the childminder encouraged them to think about different modes of transport including vehicles used by the emergency services and to use their creativity and imagination by thinking what it would be like to travel on a 'magic carpet'. The childminder interacts well with the children during activities. She gives them time to explore on their own and knows intuitively when to join in to help them extend their ideas. For example, as the children complete pictures of vehicles she suggests how they could use various collage materials to enhance these.

The childminder has effective systems in place to monitor children's progress in the setting. She maintains a learning journey for each one which includes their responses to the activities and photographs of them at play. She identifies the next steps in their learning and uses ideas from the Practice Guidance for the Early Years Foundation Stage to help them achieve these. Consequently the children develop good skills for the future. The childminder forms close and trusting relationships with the children and, as a result, they feel safe and content in their environment which supports their emotional well-being. She values their efforts and acknowledges their achievements with an abundance of praise which encourages positive behaviour and raises their self-esteem.

The childminder engages the children in lots of conversation which enables them to develop a good range of vocabulary. As a result, the children are comfortable in talking to visitors and in discussing what activities they enjoy. The children have good opportunities to learn about mathematical concepts, such as shape and simple calculation. For example, the childminder encourages them to turn the pieces round to fit as they attempt jigsaws and to count how many pieces they have used. The children have valuable and exciting opportunities to learn about nature and the care of living things. For example, photographs show them observing the life cycle of a butterfly first-hand, helping to sustain the process and finally releasing their newly hatched specimens into the garden.

The childminder gives good attention to ensuring the children are active, understand the benefits of physical activity and adopt healthy habits. For example, they have regular access to fresh air as they play in the garden, they develop their physical skills as they use large equipment at the park and they attend a weekly dance and exercise session at the local school. The children learn good hand washing routines, including the use of paper towels to prevent cross-infection. They enjoy fresh fruit for their snack and grow items, such as tomatoe in the garden which they take home to share with their parents, encouraging their awareness of food sourcing and healthy eating. The childminder pays good attention to helping the children to keep themselves safe. She teaches them road safety when out in the community and the children learn what to do in the event

of a fire as they regularly practise the emergency evacuation procedures for the home.

## 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

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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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