

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY429869
<b>Inspection date</b>	06/02/2012
<b>Inspector</b>	Christine Walker
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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 2011. She lives with her husband and two children aged 16 and seven years in Hoyland Common on the outskirts of Barnsley, South Yorkshire. The ground floor of the childminder's house and upstairs bathroom is used for childminding purposes. There is a fully enclosed rear garden for outside play. The family have a pet dog, rabbit and a tank of fish. The childminder takes children for regular walks in the local countryside and visits local parks.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She cares for children between the hours of 7am and 6.30pm Monday to Friday for 48 weeks of the year. The childminder is registered to care for a maximum of five children under eight years, of whom three may be in the early years age range. She is currently minding four children who attend on a part-time basis.

The childminder walks to local schools to take and collect children and attends the local parent and toddler group. The childminder is a member of the National Childminding Association and receives support from the local childminders support worker.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development and are happy and settled because the childminder knows their individual needs well. All required documentation is in place which ensures children are well safeguarded and the premises are secure. Comprehensive policies and procedures are clear and risk assessments are in place. The childminder works well with parents to promote consistency of care for the children which ensures their individual needs are met. Children's learning is mostly well-supported by planning and the range of toys and resources which are available to them. The childminder has a good capacity for continuous improvement and evaluates her provision to improve 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 planning, observation and assessments to identify gaps in children's learning and identify next steps in their development to inform future planning
- develop the available equipment for babies and younger children to enable

them to explore different natural materials to stimulate their curiosity and different senses.

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

Children are well-protected because the childminder has a good knowledge of the signs and symptoms of child abuse and has effective procedures in place to manage any concerns she may have. She has written child protection policies to inform her practice. Parents are given a complete pack of policies to keep, which ensures they are fully aware of all her policies and procedures. These are detailed and well thought out. Good documentation is in place to promote the safe management of the setting. Children's records contain all of the required information to ensure their welfare. The childminder has an emergency evacuation plan, which is practised with the children regularly. She holds a child paediatric first aid and a food hygiene certificate, both of which ensure her knowledge is up-to-date and show commitment to the children's health and safety. The childminder makes daily visual checks of the home and garden and has detailed risk assessments in place to ensure that the environment is safe for children. The garden is fenced making it secure. The front door and back door are kept locked at all times. The dog is not allowed in the room in which the children are playing. These safety measures help to provide a safe environment for the children to play and successfully promote their welfare.

The childminder supports individual children's learning effectively both indoors and out. The broad range of activities available provide good levels of challenge appropriate to their age and stage of development. However, babies and young children have no access to natural materials. For example, a treasure basket in their play to stimulate their curiosity and different senses to provide a wider range of experiences. The environment is well-organised and accessible to the children, giving them autonomy to choose activities for themselves. For example, children play with the electronic keyboard then choose to play with the dressing up hats. This means they are able to thrive and make good progress in their development. Children are encouraged to share resources and develop an understanding of each others needs.

The childminder evaluates her provision and is aware of her strengths and weaknesses and looks for ways to improve her provision. For example, increasing the range of resources available by borrowing toys from the childminder's lending library and purchasing additional resources. Children have opportunities to learn about diversity from a range of resources and activities, for example, there is range of books, including dual language books and multi-cultural musical instruments.

The childminder forms close working relationships with parents and carers. She obtains useful information about each child, such as, dietary requirements and daily routines. This ensures that parent's wishes and children's individual needs are effectively met. The childminder and parents share important information about their children on arrival each day to ensure continuity of care and a daily diary

supplements the discussion. Parents speak highly of the care for their children and comment on how quickly the children settled in her care. The childminder is developing appropriate links with other early years providers.

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

The childminder has a warm and friendly approach, she provides a caring and comfortable environment in which children feel safe and secure because the childminder is careful to meet their needs. This enables children to develop independence in a safe and homely setting. Children are cared for in a clean well-maintained home. Children's good health is promoted by the childminder and good hygiene routines are in place. Children readily wash their hands before a snack and at meal times because good hand washing routines are established. The childminder provides home cooked food at meal times, together with healthy snacks. Drinks are always available to keep the children hydrated. The childminder encourages children to taste fresh fruit and vegetables and uses a chart documenting what fruit they have eaten or tasted that week. This encourages young children to learn about making healthy choices in what they eat.

Children are making good progress towards the early learning goals because the childminder provides activities around the children's interests. The childminder provides a balance of adult-led and child-initiated activities, allowing the children to make independent choices in their play from the selection available to them. For example, they build with bricks and play the 'Tom tom' drum. The childminder undertakes observations, some of which include children's next steps in learning and development. These show links to the Early Years Foundation Stage and are recorded in the children's 'All about me' book, along with photographs and children's art work. The childminder has developed individual plans around the children's interests. However, observation, planning and assessment systems are not yet fully interlinked. This means that gaps in learning may not be identified and children's next steps are not always effectively planned for.

Children's language skills are encouraged because the childminder asks open ended questions and talks to them, encouraging their vocabulary and conversational skills and modelling their sentences. The children have access to a variety of toys and equipment, for example, when playing with the fire engine, small children concentrate hard to put the fireman onto the ladder to put the fire out. Later they play with the road track and cars and this is skilfully extended by the childminder to include farm animals. Children build with interlocking bricks and play with play dough which allow the children to develop small movement and co-ordination skills. This successfully contributes to their development.

Children play in the garden and have opportunities to play with a variety of balls, trampoline and slide. The childminder regularly takes the children to the local park to provide opportunities for fresh air and exercise. This means the children have access to a good range of physical play experiences to develop their physical skills.

Children are also gaining relevant problem solving skills and good skills in technology as they access an excellent range of battery operated electronic toys. For example, they explore the range of cause and effect toys, switching them on and pressing the buttons to activate them.

Praise and encouragement from the childminder ensures the children develop high levels of self-esteem. Children behave really well in the setting because the childminder gives clear explanations and sets appropriate boundaries. They are encouraged to have good manners and share toys and equipment. They are developing a respect for themselves and others because the childminder is a good role model. Children visit the local toddler group regularly, which gives them a sense of belonging in the local community. Children are developing skills that will contribute to their future economic 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>	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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

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

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