

## Inspection report for early years provision

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<b>Unique reference number</b>	209122
<b>Inspection date</b>	05/03/2012
<b>Inspector</b>	Janice Walker
<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 was registered in 1991. She lives with her family including her three adult children in Sleaford, Lincolnshire. The whole ground floor of the home is used for childminding along with the third bedroom on the first floor which is used for children to sleep. There is a fully enclosed garden for outside play. Amenities such as shops, schools, a pre-school and a park are within walking distance. The family keep a dog and four cats as pets.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and the voluntary parts of the Childcare Register. She may care for a maximum of six children aged under eight years at any one time, three of whom may be in the early years age range. Currently, there are four children on roll, three of whom are in the early years range. She provides care all-year round. The childminder has a vehicle available for her use and holds a recognised childcare qualification.

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

Overall the quality of the provision is good.

The childminder provides a homely, child-friendly environment where children are safe and their welfare is effectively promoted. Toys are plentiful, of good quality and easily accessible which combined with the childminder's good interaction helps to ensure that each child makes good progress in their learning and development. Positive relationships have been established with parents and other providers and information shared is generally effective in ensuring that there is consistency and continuity for all children. The childminder has responded positively to recommendations from her previous inspection. She demonstrates a strong commitment to ongoing improvement making effective use of reflective practice to support ongoing evaluation.

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

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

- improve the systems for monitoring children's progress in order to ensure that they are progressing towards each of the early learning goals and that any gaps in their learning are easily identified
- extend the level of information shared with parents and other providers where the care of children is shared, ensuring information about children's next steps for development are discussed and shared in order to fully support continuity and progression in their learning and development.

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

The childminder has comprehensive systems in place to ensure that children remain safe whilst in her care. Robust procedures ensure that adults are suitable to be in contact with children and the home is safe and secure. Comprehensive risk assessments help to ensure that possible risks are identified and minimised both indoors and outside of the home and daily checks of the environment support this effectively. The childminder has a clear understanding of her responsibilities regarding child protection, sharing her written policy with parents. This is reinforced through her attendance at relevant training. A comprehensive range of documents, policies and procedures underpin good practice and help to ensure that children are safe, well cared for and make good progress in their learning and development. The childminder is well organised; all documentation is meticulously maintained and ready to hand if needed and daily routines take into account the individual needs of children attending. The home is welcoming and inviting to all with easily accessible toys and space allow children to eat and rest in comfort.

The childminder establishes positive relationships with parents. They receive a good range of information about her provision through the written policies and procedures along with information on the boards. For example, the routines, information about healthy eating and the house rules. Parents are well informed about their children's activities and achievements through the daily diary and ongoing verbal exchanges. The childminder has also established effective links with other providers where the care of children is shared, ensuring information about what children have been doing and their well-being is exchanged. Systems for sharing information with parents and others relating specifically to children's next steps are not yet fully established in order to best support continuity and consistency in children's learning and development. The childminder has addressed the recommendations made at the previous inspection which ensures all documentation contains an appropriate level of detail and that behaviour management strategies are more effectual. She has well-established support systems in place, sharing information with other local childcare providers and using information gained to evaluate what she provides. She also makes effective use of information gained from training to influence her practice. All of this helps to ensure the continual improvement of her provision.

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

The childminder has a good understanding of how children learn through play which, along with her developing knowledge of the Early Years Foundation Stage, contributes to ensuring that children make good progress in their learning and development. She gathers some useful information from parents at the outset to identify children's preferences and routines. She then ensures that they sleep and eat in line with home routines in order to support them to feel safe and secure and plans toys and activities which capture their interest. She makes regular

observations of children and links these to the early learning goals in order to identify next steps in learning, using this information to guide future planning. However, there is not yet a robust system of monitoring children's progress towards each of the early learning goals or to easily identify any gaps in their learning.

The comfortable home contains a wide selection of good quality toys and play materials which are well used to support children's progress across all areas of learning. Regular meetings with other local childminders and their minded children along with attendance at local amenities such as the childminding group, support young children's developing social skills. This helps them develop a good awareness of their local community. Planned activities within these sessions, such as, parties and craft activities linked to cultural festivals help to raise children's awareness of differences within the world in which they live. Resources such as books and role play toys within the home environment support this well. Babies particularly enjoy sensory experiences, exploring the sounds, sight and texture of a variety of musical instruments and treasure baskets. The childminder supports this well, providing ongoing verbal and non-verbal communication to help establish a close bond. She encourages children's exploration and communication skills and develops their self-esteem through effective use of praise. She plans effective activities to broaden their experiences for example, babies watch in wonder as bubbles are released from the bubble making machine and pop when they come into contact with their body or near-by objects. Children particularly enjoy toys with buttons, dials and opening and closing mechanisms, eagerly investigating things repeatedly which is helping them develop early information, communication and technology skills.

All children are encouraged to be active through indoor and outdoor play. Indoors, children enjoy music and movement sessions and all children enjoy daily opportunities for fresh air and physical activity from the daily school runs, times in the garden and visits to the local park. Healthy eating is promoted through effective partnership with parents. Effective health and hygiene routines, such as, those related to nappy changing along with high standards of cleanliness within the home help to minimise the spread of infection. Children remain safe due to the childminder's vigilant supervision and appropriate use of safety equipment. Young children are settled and happy in the childminder's care. They demonstrate their feeling of security they respond to activities and interaction with smiles and laughter and happily explore and investigate. They move freely around their identified play areas actively exploring their surroundings with curiosity and interest demonstrating a positive disposition to learning. Through the childminder's gentle support and encouragement, they are beginning to develop the knowledge and skills they will need for future learning.

## 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	2
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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