

## Inspection report for early years provision

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<b>Unique reference number</b>	EY351973
<b>Inspection date</b>	06/03/2012
<b>Inspector</b>	Beverly A Kemp-Russell

<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 2007. She lives with her two children aged eight and five years in Dunholme, Lincolnshire. The whole of the childminder's house is used for childminding purposes. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time, of these no more than three may be in the early years age range. She is currently minding three children in this age group, all of whom attend on a part-time basis. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The childminder walks and drives to local amenities and attends the local groups. The childminder is a member of the National Childminding Association. She holds a relevant level 3 childcare qualification.

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

Overall the quality of the provision is good.

The childminder provides a warm, stimulating, caring environment where children feel safe and secure. She provides a broad range of interesting and challenging learning opportunities for each child and this enables them to make very good progress in their learning and development. She deploys her resources extremely well so that children can make independent choices and become active learners. The childminder works with parents to ensure children are settled and that she understands each child's individual needs. The childminder uses self-evaluation to help improve her service for children and families.

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

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

- develop more robust systems to encourage parents to contribute to the record of their child's progress towards the early learning goals
- develop further robust systems for monitoring and evaluating the early years provision, in order to maintain continuous improvement.

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

The childminder is clear about her role in safeguarding children and is aware of the appropriate procedures to put into practice when necessary. She has completed training on safeguarding to ensure children are kept safe from harm. The childminder is clear about notifying Ofsted of any changes, or to the suitability of adults living on the premises. Most of the required documentation is in place. Risk

assessments are in place to ensure that hazards are identified and minimised and daily record checks are undertaken to ensure children's safety. Emergency evacuation drills are carried out and the details are recorded in a fire log diary of any problems encountered and how they were resolved. The childminder supervises children carefully and ensures the toys and materials they use are safe and appropriate for their ages. She supports children in taking acceptable risks, allowing them to try things for themselves in a safe and secure environment and teaches children safety when playing outside.

The childminder promotes inclusion appropriately as she makes sure the activities on offer suitably meet children's individual needs. Resources are organised in an innovative and interesting way so that children can select the toys they wish to play with; these are checked regularly to ensure they are safe for children. The childminder is beginning to identify strengths and areas which require development within the self-evaluation form and must continue to develop effective systems for monitoring and evaluating the early year's provision in order to maintain continuous improvement.

Written policies and procedures are well presented to share with parents so that they know about the childminding provision. Daily written information in the form of diaries and assessment books are shared with parents on a weekly basis so that they know what their child has been doing. The childminder has good relationships with parents; she gathers clear information from them so that she knows about children's individual interests and needs, and can provide a consistency of care.

The childminder is sensitive to children's individual personalities when settling them in her home and this ensures a smooth transition between home and the childminding setting. She is aware of developing links with other providers, such as local schools, childminders and toddler groups, enabling them all to work together to support the learning of children whose care is shared.

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

The childminder has a good understanding of how young children learn and this enables her to provide an innovative and interesting range of experiences and activities to support each child's learning and development. She organises her service to ensure that children receive individual attention appropriate to their needs. Informal planning is in place and is flexible so that it can be adapted to focus on and extend children's interests. Children thoroughly enjoy using the kitchen equipment and dolls and prams during imaginary play and the childminder ensures these are always available for children both indoors and outdoors. The childminder observes children at play and is developing a record of children's progress so the information gained from her observations of children can be used to identify the next steps in each child's learning by using assessment books and diaries. However, robust systems to ensure parents have opportunities to

contribute to these records are not fully developed.

Children are confident communicators; the childminder encourages their language skills through effective interaction. She uses thorough questioning techniques to encourage thought and conversation and children join in and contribute well. Children have lots of opportunities for mark making and they give meaning to their marks. For example, they have opportunities to use a range of media when engaging in creative activities such as, painting, collage and drawing. Children learn about nature as they plant seeds such as, tomatoes and strawberries in the garden and water them to help them grow. They also enjoy ride on toys, ball games and playing with dolls and prams in the garden. Children's emotional development is promoted as they develop secure, trusting relationships with each other and the childminder. She is sensitive to their needs, taking their individual personalities into account as she joins in their play when appropriate.

Children develop their early literacy skills because the childminder ensures they have lots of good quality experiences to promote these skills. For example, children have access to a good range of books which they enjoy especially during listening to stories about Thomas the tank engine. This helps to foster children's enjoyment of books and they understand that print carries meaning. Children learn about number and colour through activities such as, puzzles and construction toys. They gain awareness of weight and measurement through cooking activities as they weigh ingredients when baking cakes and helping prepare snacks. These simple activities lay firm foundations for children's future learning. Children demonstrate an awareness of their own cultures when celebrating Christmas and Easter and have opportunities to begin to learn about others cultures and beliefs when celebrating Chinese New Year and Diwali. Children enjoy time at the local childminding group which gives them opportunities to socialise and develop relationships within their own community. The childminder has good strategies in place to care for children with special educational needs and/or disabilities.

Children are happy and very settled with the childminder. They have free and safe access to an outstanding range of resources in the home. The childminder provides good quality care for young children and ensures that clear routines are followed after liaising with the parents to ensure consistency of care. She interacts well with young children by providing emotional support through play. Children behave well because the childminder is a very good role model and has clear boundaries to help them understand about responsible behaviour. She uses clear instructions and gentle reminders which helps them to learn about sharing resources and taking turns. The childminder encourages children to have a healthy attitude towards food because she provides balanced and nutritious meals and snacks, as well as ensuring that all children have independent access to drinks.

## 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	1
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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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

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