

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY229751      |
| <b>Inspection date</b>         | 15/03/2012    |
| <b>Inspector</b>               | Sheena Gibson |
| <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 2002. She lives with her husband and two children aged 16 years and 13 years in Gamesly, near Glossop, Derbyshire. Access to the house is down a private road. The whole of the house, except for the office, is used for childminding. There is a large garden for outside play. The family has a dog.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time. Currently there are four children on roll, all of whom are in the early years age range. The childminder also cares for children aged over eight years. She is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are treated as individuals and have their needs appropriately met. They share a super learning environment and enjoy the wide range of stimulating activities provided for them, which contributes to them making good progress. They are kept safe and, for the most part, procedures and documentation are supportive of practice. A positive relationship with parents and other providers ensures that information relating to their care and learning is reliably exchanged. The childminder has made good progress with self-evaluation, which she uses to promote continuous improvement.

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

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

- ensure that prior written permission is always obtained for each and every medication (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register).
- 16/03/2012

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

- maintain risk assessment records of everything with which a child may come into contact.

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

Children are successfully safeguarded. The childminder has completed appropriate child protection training and has sound procedures in place to follow if there is a concern about a child. She is fully aware of the requirement for all adults to have a Criminal Records Bureau check. The indoor environment is safe and secure. The childminder checks for potential hazards on a daily basis and takes precautions to keep children safe. For example, there is safety gate at the kitchen doorway. She has developed records relating to potential risks. However, a recent transference onto a computer software system has resulted in the records being inconsistent and therefore it is not clear from records that everything a child may come into contact with has been risk assessed. Fire safety precautions are taken, with relevant equipment being in place such as smoke detectors and a fire blanket. The fire evacuation procedure is both written and placed in pictures onto the fire exits so that children can easily understand what to do and where to assemble.

For the most part, the childminder's documentation supports children's safety and well-being. However, on a couple of occasions the childminder has not obtained prior written permission from parents for medication. She has been given verbal permission and has kept records of when the medication has been given, which parents have acknowledged. Children's individuality is recognised in the setting and detailed information is obtained in order for their needs to be met. The childminder takes steps to ensure that all children are included and, for example, provides resources such as skin toned crayons so that children are able to do accurate self-portraits. Posters on the walls show children of differing nationalities and these are at a height that children can easily see and relate to. There are books and toys that depict positive images of diversity and children celebrate festivals from around the world.

Parents receive good information about the provision, which effectively supports children's welfare and learning. They are able to access the childminder's policies and procedures either via the secure software system or the childminder will give them a hard copy. Much information is displayed for parents such as the childminder's planning, menus, information about the Early Years Foundation Stage, the Ofsted poster and the childminder's registration information. Parents are encouraged to share information about their child's development and add to their development records frequently, resulting in a valuable sharing of information.

The childminder is ambitious for her setting. She regularly evaluates her provision and consequently has made some changes to improve the outcomes for children. Very effective deployment ensures children are able to enjoy a great environment that is spacious and very well-equipped. Toys are organised so that children make their own choices, photographs and posters are placed at a height low enough for children to see them. The immediate access to the outdoors means that children can choose whether to be inside or outside. Local resources are used to enhance children's experiences. For example, they visit the playgroup and the local park.

The childminder has developed a link with another childminder so that there is continuity of care for children should the childminder not be available.

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

Children have appropriate facilities that encourage them to practice positive hygiene. They know the routines for hand washing. For example, they know to wash their hands before lunch. Photographs of children washing their hands are a good reminder, and the childminder explains how to wash hands effectively, helping to reduce the risk of germs spreading. Meals and snacks promote children's health. The childminder complies with children's dietary requirements and provides a range of nutritious foods. Children enjoy being involved with making their sandwiches, which encourages them to make healthy choices. Children have daily access to the outdoors. There is a large garden in which to play with a wide range of toys and activities that develop their physical skills and also provide enjoyable exercise. Children sing as they play, demonstrating their sense of comfort and security. Young children who feel a little upset, or tired, approach the childminder for a cuddle. The childminder teaches children about keeping safe. For example, when on outings she talks to them about how to safely cross the road. They also learn about why there is a safety gate on the kitchen and that the oven becomes hot.

Children make good progress because the childminder has a sound understanding of how to support their learning. She interacts well with them and encourages their developing skills. For example, she assists young children in the building of a road track. She talks to them about the shape that the track is forming and repeats the name of the shape so that they can copy, developing their early language. As they work out how to put the pieces together she encourages them to turn the pieces around and put them next to each other. They then receive praise and respond proudly with a smile. Observations are carried out to obtain information about children's abilities. The childminder uses this information to effectively identify their next steps for learning. Children's interests are taken into account when the childminder plans future activities and so children remain engaged and interested.

An exciting and well-resourced learning environment is very conducive to learning and helps to motivate children. Children are very confident and happy in the setting. They enjoy the challenge of climbing up the steps of the slide and sliding down. They enjoy 'riding' the rocking horse and are determined that they will get on and off by themselves. They develop rudimentary counting skills whilst building with large blocks. They count with the childminder as they stack them up and can build to a height of four large blocks before excitedly pushing the tower over. They enjoy books, particularly the ones that make sounds such as the animal and dinosaurs books. Children have access to technology and cause and effect toys. For example, they enthuse about pushing buttons on computers and telephones. Children are very involved with their local community. Each year they take part in the local carnival with their families. There are photographs in the setting that show them dressed up on the floats and they point out the people in the photograph; they have even won trophies for their efforts. The large garden

provides a great space for learning about the seasons, hunting for snails as well as running, jumping and hiding amongst the trees.

Children are encouraged to behave appropriately by, for example, showing respect to the resources and to each other. They respond to the expectations of the childminder for good behaviour such as sitting at the table to eat meals. They use their manners when receiving or asking for something and obediently follow routines such as hand washing before meals. They play co-operatively and talk to each other in pretend play, sharing ideas and requesting that friends join them to play.

## 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

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|--|---|
| <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

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|--|---|
| <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

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|--|---|
| 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

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|--|---|
| <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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure a record is kept of a parent/guardian/carer's consent for medication (Records to be kept) (also applies to the voluntary part of the Childcare Register). 16/03/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Records to be kept). 16/03/2012