

## Inspection report for early years provision

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<b>Unique reference number</b>	EY136344
<b>Inspection date</b>	29/03/2012
<b>Inspector</b>	Carly Mooney

<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 2001. She lives with her husband and children aged 11, 10 and five in the village of Gedney Hill, Lincolnshire. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play. The family has two cats, chickens and fish.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There is currently one child on roll who is within the Early Years Foundation Stage and attends on a part-time basis. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and enjoy secure relationships with the childminder. She provides an inclusive service to children, which means their welfare and development needs are effectively met and they make good progress in their learning. The childminder implements effective systems to observe and assess children's development. Friendly relationships with parents are in place. The childminder demonstrates a positive attitude to self-evaluation which improves outcomes for children.

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

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

- obtain information from parents about who has legal contact with each child and who has parental responsibility (Safeguarding and promoting children's welfare). 14/04/2012

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

- continue to develop a culture of self-evaluation to further enhance outcomes for children.

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

The childminder has a clear understanding of safeguarding issues and suitability checks have been carried out on all adults within the home. Effective risk assessment systems are in place for both the home and outings, which identify

hazards and ensure appropriate action is taken to keep children safe. Extra safety precautions are implemented, such as monthly checks of smoke alarms. Documentation is well maintained, including parental permissions, registers and records which are required to support childminding. However, the childminder has not gathered information from parents regarding who has parental responsibility for and legal contact with each child. She shares a range of well-thought-out policies and procedures with parents, which reflects her good practice.

Children spend their time in a warm and homely environment which enables them to feel secure and settle easily. The childminder organises her home well to meet children's individual needs and promote their independence. They move freely around most of the downstairs area, independently choosing toys and resources that interest them. The childminder understands the need to enable children to become aware of similarities and differences in people and teaches them about values and respect through her resources and activities.

Relationships with parents are friendly and positive. Clear information about the child is gathered from parents to ensure children's individual needs can be met and daily information about the child's time at the setting is shared. The childminder demonstrates a positive attitude to liaising with other settings who deliver the Early Years Foundation Stage and has procedures in place to be implemented. She is proactive and displays a positive attitude to improving outcomes for children; for example, immediately implementing changes suggested by the local authority at her annual review. Children thrive because the self-evaluation process is effective and includes a formal self-evaluation document. This identifies strengths and areas for improvement, although it has not been updated since new children have started at the setting.

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

Children have settled very well in the childminder's care despite only attending for a short time. They arrive confidently and are familiar with routines, such as hand washing before eating lunch. The childminder displays a very kind and caring nature, which helps children to feel secure, and they welcome her interaction in their play. For example, they both make hand and foot prints on the water-based drawing mat. The childminder has a clear understanding of learning through play and supports children appropriately. For example, she reinforces counting when painting children's toes with the water. Observation journeys link clearly to the early learning goals and identify meaningful next steps in children's development.

The childminder constantly talks to children and encourages their early communication skills. For example, she points out a bird eating seed in the garden, which develops into a child then wanting to look out of the window to find other birds. Children develop their understanding of technology as they enjoy looking for photographs of themselves on the digital frame. A child picks up the toy cat and mimics the sound she knows it makes when it is switched on. Children develop their understanding of their local community as they enjoy going for walks into the village to visit the local shops and the post office.

Books are readily available to encourage children's understanding that print carries meaning. Children have regular opportunities to spend time in the fresh air, either in the garden or walks in the village. They enjoy the garden apparatus, such as the slide, and show curiosity when they find a ladybird, which they confidently handle. Children participate in a range of messy play activities where they are able to express their creativity, including baking and painting. They enjoy making different sounds with the piano and giggle as the childminder sings and plays 'round and round the garden' on their hand.

Children's health, safety and welfare are effectively promoted. The childminder maintains clear accident and medication records and holds a current first aid qualification so that she is able to suitably deal with minor injuries. Children participate in safe practices, such as fire drills, so that they gain an understanding of how to keep themselves safe. Meals are provided by parents. Children are taught appropriate behaviour skills from a young age and they receive praise and encouragement when they do well.

## 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

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