

## Inspection report for early years provision

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<b>Unique reference number</b>	EY414590
<b>Inspection date</b>	25/04/2012
<b>Inspector</b>	Jennifer Turner

<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 2010. She lives with her husband and two children aged 9 and 11 years in a village near Uttoxeter in Staffordshire. The whole ground floor of the childminder's house and one bedroom is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children, she is currently caring for four children who are in the early years age range and one children before and after school and during the school holidays. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is well organised and provides opportunities for children to learn and develop within the Early Years Foundation Stage. She provides children with a good range of resources and works closely with parents to ensure their specific needs are met and all children are treated as individuals. The risk assessment records are mostly effective. The system to monitor and evaluate the quality of the provision is currently being developed. The childminder demonstrates a commitment to developing her practice, although she is yet have a formal system in place to self-evaluate her practice and make further improvements.

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

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

- ensure the record of risk assessment clearly states when it was carried out and the date of review (Documentation). 10/05/2012

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

- develop further systems for monitoring and evaluating the quality of the provision in order to identify ways to further improve the quality of learning, development and care on an ongoing basis.

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

The childminder has a good understanding of the Local Safeguarding Children Board procedures and the possible signs and symptoms of abuse. She also has

effective vetting procedures in place and is vigilant about monitoring access to the premises. This provides reassurance to parents that the childminder and household members are suitable to have regular contact with the children and therefore promotes their safety. The childminder creates a homely and relaxed environment where space and resources are well organised to enable children to self-select resources and develop their independence. She has a good range of toys for children of all ages and stages of development.

The childminder implements a comprehensive range of policies and procedures which support all aspects of children's welfare. There are effective systems in place for recording children's details, medication and accidents. The childminder has a clear understanding of her role in promoting the safety of children. The care environment is safe and secure and suitable safety equipment is fitted around the home, for example, safety gates restrict access to the stairs and kitchen and hazardous substances are inaccessible to children. The childminder carries out safety checks each day and she supervises the children well. The childminder has developed written risk assessments for all aspects of the setting and outings, to ensure children's safety is fully supported. However, these records lack detail of when they were completed and reviewed. Such details are required under the requirements of the Early Years Foundation Stage.

The childminder is committed towards all the children in her care and focusses on helping them make good progress in their learning, development and welfare. The childminder organises her day around the needs of the children, she knows the children well and recognises their uniqueness. The childminder offers an inclusive service and welcomes all children and their family into her care. Partnership with parents is well established, there is a good two way flow of information. Useful information about the children's care routines and parents' preferences is obtained at the start of the childminding arrangement to ensure children's needs are met. Parents complete an 'All about me' profile about their children's needs and abilities. She provides a memory stick with photographs of the children for parents to take home and print copies they can keep. The childminder actively works with other agencies and providers to ensure children's needs are met and to ensure a smooth transition. References from parents show that they value the quality of care given to their children. The childminder has yet to put procedures in place to monitor and evaluate the setting to identify her strengths and any areas for improvement.

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

Children make good progress towards the early learning goals. Consistent routines and caring support ensures children develop a sense of belonging. The childminder provides a good range of resources and opportunities for children to develop their play and become independent learners. She understands how to observe children and plan interesting activities. She regularly carries out observations of children's play and transfers this information into individual assessment books, which are shared with parents. The observations and assessment include those from previous settings to ensure she knows children's starting points and the next steps in their learning.

Children enjoy their play and learning and benefit from the childminder's good knowledge of their personal needs. She supports children's language and communication skills, through lots of conversations and reading stories. The childminder interacts effectively with the children sitting at their level and joining in their play. Children play freely and through play they develop an awareness of numbers, colour and shapes and begin to use simple problem solving as they talk about 'how many cups do we need, if we add one more how many does that make'. Children enjoy activities that help them develop their mark making skills, for example, they like the chalk board and sand box and they access a wide range of different papers to draw and paint. Children enjoy listening to nursery rhymes and songs, counting and action songs and story time. A good range of resources are accessible, which enable children to explore and investigate using all their senses, such as, play dough and making biscuits and cakes. Children benefit from opportunities to explore the local environment; they visit the park, local shops and visit the nearby farm to see the llamas and feed the sheep and chickens. The childminder has a positive attitude to diversity and encourages children to respect and value each other. This is complemented by the provision of a range of resources and celebrations of festivals which promote children's understanding of the wider world and their community. Children are beginning to learn simple signing and toys reflecting disabilities ensure they develop understanding about differences.

The childminder's exceptional support and guidance helps children gain an excellent understanding of good hygiene practice and a real desire to become independent in their personal care. Children understand how and why they should wash their hands after using the toilet, before eating or after playing outside. The childminder created a song to encourage children to wash their hands effectively and together they sing whilst washing their hands. She provides them with their own hand towels to reduce any risks of cross-contamination. The care environment is clean and well maintained and this helps to minimise the risk of cross-infection. Children are exceptionally well nourished and a range of nutritious snacks and meals are provided. They are encouraged to eat fresh fruit and have regular drinks to ensure they are kept hydrated. The children learn about food that is good for them and they grow a range of fruit and vegetables, such as, sweetcorn, cress, lettuce, peas, broad beans and strawberries, which they harvest and eat. The childminder has undertaken extensive research into providing healthy meals for children and portions sizes, that she follows the guidance on how to prevent obesity in young children.

The childminder praises and encourages children in their achievements and this helps promote their confidence and self-esteem. Appropriate behaviours, such as, taking turns and sharing is encouraged and she uses teddy bear masks to explore children's feelings and emotions. The children are beginning to understand about their own safety as they know how to hold scissors correctly when carrying them. They have practised the fire evacuation procedure and when out learn about road safety and stranger danger. She has the required equipment in place, for example, smoke detectors on both levels of the property and a fire extinguisher in the kitchen following a visit from the fire department.

## 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	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