

## Inspection report for early years provision

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<b>Unique reference number</b>	EY435150
<b>Inspection date</b>	03/05/2012
<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.

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## **Description of the childminding**

The childminder was registered in 2011. She lives with husband and two children aged four years and two years in Allenton, Derby. The home is within easy access of the city centre. The whole of the property is registered for childminding. There is a fully enclosed garden available for outside play. The childminder is working towards a level 3 childcare qualification.

The childminder is registered by Ofsted on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time. There are currently two children on roll, who are both within the early years age group. 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 values the individuality of each child. This ensures that their care needs are effectively met and their learning is successfully promoted. The childminder has a good understanding of how to keep children safe and written documentation is very supportive of this. Systems for self-evaluation are beginning to inform plans for future improvement, although not always effectively. Successful partnerships with parents benefit children's learning and well-being, but partnerships in the wider context are not as well developed.

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

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

- improve systems for self-evaluation to ensure that plans for future improvement are always well targeted
- work effectively in partnership with other providers to support consistency for children's learning and care.

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

The childminder has a sound knowledge of child protection procedures. She is able to recognise the signs that may indicate a child is at risk and has a clear understanding of her responsibilities in relation to reporting concerns. The home environment is safe and secure. The childminder undertakes and records detailed risk assessments that result in hazards to children being minimised. The home contains appropriate fire safety equipment, such as, smoke alarms, and the children rehearse an evacuation procedure that ensures they can leave calmly in a fire-related emergency. All required records, policies and procedures are in place to support the childminder in successfully promoting children's welfare.

The childminder is a very positive person and is committed to childminding. She has completed the required first aid training and introductory course. She has also begun to complete a level 3 childcare qualification, which will benefit the outcomes for children. She has begun to evaluate her provision and records her findings on the Ofsted self-evaluation form. She recognises that there are some areas for development. However, currently she is not always effectively identifying the strengths and weaknesses in relation to areas of the Early Years Foundation Stage, but has focussed more on the business side of her childminding. She has asked parents for their views and these have been given very positively.

The way that resources are organised and used means that children are able to access a wide range of good quality toys and activities. Toys are stored at floor level or an appropriate, safe height for all children to choose from. They do this enthusiastically, supporting active learning. Children also access local community resources, such as, the library and toddler groups, to broaden their experiences. The childminder considers each child's individual needs and positive steps are taken to include all children into the provision. She identifies, for example, how she is able to narrow any achievement gap and how to help children to recognise and value similarities and differences.

The childminder has developed sound relationships with parents, built around good communication. Parents are given details about the childminder's policies and procedures so that all parties are aware of what impacts upon their children. Information is shared verbally on a daily basis, with a very informative diary also being given, which details points about both children's welfare and development. The childminder has a positive attitude to working in partnership but has not yet made contact with other providers involved with children's care and learning, potentially impacting on the consistency of children's learning and care.

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

Children's health is well maintained through steps taken by the childminder. For example, the home environment is kept clean and hygienic. Children have suitable hand washing facilities and are gently reminded by the childminder to, for example, flush the toilet and wash their hands. The childminder has completed a food safety course and so any food related risk to children is minimised. Children are offered food and drink that complies with their dietary requirements and helps them to stay healthy. The childminder thinks creatively about how she can encourage them to make healthy options. For example, by making fruit into a 'smoothie' drink. Children are comfortable with the childminder, demonstrating their feeling of security as they sit cosily on her knee and fall asleep in her arms. They are beginning to understand how to stay safe. For example, the childminder explains about why they should not climb on a box and that tidying up keeps them safe from trips and slips.

Children make sound progress in their learning. The childminder is very encouraging with the children and helps to keep them engaged by, for example,

sitting on the floor with them. She is astute and knows when it is appropriate to be involved with an activity or when to sit and observe. She is able to judge the rate of children's progress because she obtains detailed and useful information about their starting point. Her ongoing observations confirm their developmental stage. She then uses this information to plan for their next steps, taking into account their interests and any information from parents.

Babies and toddlers are building in confidence and are developing early language skills. The childminder uses plastic cups to make 'horse' noises, saying 'clip-clop' and children copy the sounds. When together, babies respond to the sounds of other children and thoroughly find their voice. They enjoy songs and rhymes, particularly action songs, when they clap to a rhythm and hear number words. They are gaining an early awareness about size and shape through handling different objects, such as, large rectangular bricks and small round teething rings. Babies enjoy bouncing up and down with the support of the childminder, supporting their physical development and early mobility. They are becoming aware of the different parts of their body. For example, the childminder points out areas, such as, mouth and tongue as children try to blow a raspberry.

A favourite activity is listening to a story and becoming involved with it. Children listen to the animal sounds and copy the 'roar' of the lion. Toddlers enjoy the story of the Three Little Pigs. They knock on the door and excitedly say 'knock-knock'. Children have toys that support their imagination. For example, toddlers pretend to make something to eat in the well-resourced play kitchen. They use the role play tool bench to make and mend different items, and use cameras and electronic pianos as part of games, giving them an early understanding about technology. Children are learning about appropriate ways to behave and this is managed well by the childminder. For example, toddlers who are finding it difficult to share are distracted as they have their attention diverted onto something else that interests them. Older children have the expectations for behaviour explained to them, along with an explanation about how certain behaviours affect others.

## 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

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	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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