

## Inspection report for early years provision

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<b>Unique reference number</b>	EY433570
<b>Inspection date</b>	01/05/2012
<b>Inspector</b>	Margaret Barwell

<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 2011. She lives and works with another registered childminder in the Carlton Centre area of Lincoln. The whole of the home is used for childminding purposes and there is a fully enclosed rear garden for outdoor play. The childminder has a pet rabbit.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom three may be in the early years age range. When working with another childminder or an assistant they may care for a maximum of eight children under eight years at any one time, of whom six may be in the early years age group. The childminder is registered to provide overnight care for three children under eight years. There are currently three children on roll, all of whom are in the Early Years Foundation Stage.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are safeguarded adequately and most records for the safe and efficient running of the setting are in place. An inclusive environment supports children from diverse backgrounds to access a sufficient range of appropriate resources for play so that they make generally good progress. The childminder invests significantly in developing positive relationships with parents and links to other professional agencies are becoming established. Informal self-evaluation has identified the need to re-design the outdoor play area and work towards this is in progress. The childminder's good knowledge of each child's interests and learning needs ensures activities are appropriate to their stage of development.

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

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

- implement an effective policy and consent procedure for administering medicines (Safeguarding and promoting children's welfare) 15/05/2012
- request written parental permission at the time of the child's admission to the provision, to seeking any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 15/05/2012

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

- use the Ofsted self-evaluation form and quality improvement processes as

the basis of ongoing internal review, assessing what the provision offers against robust and challenging quality criteria.

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

The childminder is adequately prepared to protect children from harm, supported by recent training, an effective child protection policy and helpful resources. Local authority contact numbers and comprehensive national guidance are to hand for reference. There is an emergency evacuation plan in place, which is practised regularly, smoke detectors are tested and thorough risk assessments of the premises and equipment further promote children's safety. However, written parental consent for seeking emergency medical advice or treatment is not in place for all children. Also, the policy and consent procedure for the administration of medicines is not effective as it is not clear. Both represent a breach of the welfare requirements and do not fully promote children's safety.

The childminder has a secure knowledge and understanding of the Early Years Foundation Stage. Through the friendly relationships she has developed with parents, information about their child's day-to-day experiences promotes consistency in their care. For example, daily diaries are greatly appreciated by parents, keeping them in touch with their child's developing interests. All children are equally welcomed into the childminder's setting regardless of their background, which promotes inclusion well. The written equal opportunities policy is shared with parents, which helps to ensure no child is discriminated against. Systems are in place to share information about children's learning and development when they attend other settings to ensure continuity.

Resources are clean and age appropriate, presented in a homely environment so that children can self-select with confidence and become active learners. They enjoy their play and are generally achieving and enjoying. Informal self-evaluation has involved parental feedback in writing, and verbally and identifies parent partnerships as a key strength of the provision. However, the childminder has not yet used the Ofsted self-evaluation form to help her identify fully what she does well and what needs to improve, to further promote outcomes for children. The childminder aims to improve and enhance the outdoor play area to further benefit the children's well-being, learning and play in the future.

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

Children enjoy their time with the childminder. They make sound progress in their learning because she has a good knowledge of their interests and is supportive to their needs. Everyday opportunities are used to develop children's learning. For example, they thoroughly enjoy playing with cornflakes on the table and they scoop, tip and scatter as they investigate textures and observe what happens. Through this activity the childminder aims to encourage young children's confidence to explore and discover, and to use this opportunity for further promote

their spoken language. They chatter happily, share their discoveries and become thoroughly engrossed as they experiment together.

Children are confident with the childminder and the younger ones are beginning to find a voice and discover new sounds. Books are accessible and well used. Children particularly enjoy books about a favourite train character; they follow the stories pointing along the line of text, showing they know that print carries meaning. A number of children climb on to the childminder's lap after lunch for a story, snuggling up close. They enjoy favourite stories together and then climb down one by one to choose some toys.

Children learn to stay safe with sensitive reminders from the childminder. They play together well, showing affection for younger children. Children's generally good behaviour helps them to feel safe and secure. They learn about road safety when out and about visiting the park, where they explore the static equipment, climb and balance, swing and run, which challenges their physical coordination well. This helps them to develop an understanding of the importance of fresh air and exercise as part of a healthy lifestyle.

Children play happily alone and with others as they share, take turns and respond to occasional prompts from the childminder. They use the playroom freely and confidently, making choices and initiating their own play. They make their needs known and they show a keen interest in programmable toys, such as a children's music centre. Their skills for the future are progressing soundly as they are developing skills of independence and self-reliance which equip them 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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