

## Inspection report for early years provision

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<b>Unique reference number</b>	EY439953
<b>Inspection date</b>	11/06/2012
<b>Inspector</b>	Vivienne Dempsey
<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 her husband, who is also her assistant, in Norton. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a dog and rabbit.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom, no more than three may be in the early years age range and of whom, no more than one may be under one year old. When working with her assistant, she may care for a maximum of six children under eight years at any one time, of whom, two may be under one year old. There are currently four children attending in this age group. Children attend on a full- and part-time basis. She also offers care to children over five to 11 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.

The childminder's good knowledge of each child's individual needs, together with strong partnerships with parents and her assistant ensures that children's welfare and learning is promoted very well. This means that all children are carefully monitored to ensure they reach their potential and progress well, given their age and starting points. Good procedures, a well-planned environment and a mostly good variety of resources keeps children safe, secure and enables them to thoroughly enjoy their learning. The childminder has clear plans in place for future development and works closely with the local authority advisors and her assistant to develop the service, which she provides.

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

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

- develop further the range of resources that support children in developing their knowledge and understanding of diversity
- develop further systems to share relevant information with other providers to ensure continuity and coherence.

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

The childminder's arrangements for safeguarding children are effective. Through attending training, she has a good understanding of the possible indicators of

abuse or neglect and knows who to contact with any concerns. The childminder has robust routines to ensure that all areas of her home are kept clean and she carries out daily safety checks prior to the children arriving each day. Written risk assessments are in place and cover all areas of the home, garden and outings. The childminder has devised an evacuation plan for her home. This is practised with the children to ensure that it is effective in the event of a fire or emergency. Other records to protect the welfare of children are well maintained. For example, attendance, medication and accident records are accurate and parents sign to acknowledge entry. This keeps them informed at all times.

Good partnerships have been developed with parents and a wide range of information has been collected at registration to ensure that the childminder meets children's needs very well. The childminder confidently discusses individual children's routines, demonstrating how well she knows the children in her care. She is vigilant, conscientious and caring and ensures that parents' requests and children's needs are met at all times. The childminder ensures a two-way sharing of information. This includes the use of daily diaries and in-depth discussions at the beginning and the end of each day. This helps to keep parents informed of their child's day and any progress made. Also this keeps the childminder informed of children's development at home. Parents' comment that the childminder is 'very friendly and a lovely person, who now feels like part of my family and I am more than happy to leave my child in her care.' They also state that 'she is professional and friendly; communication is great and would definitely recommend to others.' Currently, no children attend other settings. The childminder has some understanding of the systems she would need to have in place to share relevant information with other providers to ensure continuity and coherence. However, these are not fully developed.

The childminder promotes equality and diversity generally well. She gathers information about children's individual needs prior to attendance to ensure that she is fully informed of their care routines and how these can be met. Information regarding children's previous learning and starting points are clear, which helps to promote their learning and development. For example, parents complete 'All about me' sheets, which provides the childminder with detailed information of children's stage of development, routines and needs. Although, there are no children currently on roll with special educational needs and/or disabilities, the childminder has sound systems in place to support them. The childminder has a very positive approach to ensuring that all children are fully included. She has started to gather a range of resources and activities to develop children's understanding of the world around them. However, these are currently limited and do not fully promote children's understanding of diversity.

The childminder provides children with a mostly good range of toys and resources that are appropriate to the age and stage of development of those attending. These are readily accessible to enable the children to make independent choices in their play. The childminder has good systems in place to assess the quality of the service she offers. She works with her assistant and local authority advisors to identify the strengths of the setting and confidently discusses improvements that she has made since registration. Formal systems to drive continuous improvement are in place, such as the Ofsted self-evaluation tool, which helps to promote

outcomes for children. The childminder and her assistant attend a relevant range of training to develop their knowledge and skills, which helps to develop the service they provide.

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

The childminder and her assistant provide a warm, caring, friendly and stimulating learning environment, where children are observed to be happy, content and safe. She demonstrates a good understanding of the Early Years Foundation Stage and robust systems are in place to ensure that children make good progress. Children's learning journeys and observation files show how the childminder is using observational assessment, in order to plan to meet their individual needs. Observations are linked to the six areas of learning and clearly show the progress children are making towards the early learning goals. 'Wow moments' are also highlighted, which keeps parents fully informed of significant progress in their child's development. Resources are of good quality and relevant to children's interest, age and stage of development.

Drinks are freely available and the childminder records how many pieces of fruit and vegetables the children have had towards their 'five a day'. All of which, helps to keep children nourished and hydrated. The childminder encourages the children to be aware of possible dangers and to follow responsible practices. For example, she talks to them about not climbing on the toys or putting pencils in their mouths and re-enforces the importance of road safety when on outings. Children take part in regular fire drills and receive certificates and stickers for taking part, which enhances their understanding of safety procedures. The childminder and her assistant ensures that their home is safe and clean and have achieved a 'five star' rating with a food standards agency. Good quality interaction and well-organised routines help babies and young children to become secure and confident in the setting. The childminder cleans changing mats after each child. She wears gloves and an apron and disposes of nappies quickly. This helps to prevent the spread of infection and promotes children's welfare.

Children are very well behaved and have developed strong relationships with the childminder, her assistant and each other. Older children confidently predict routines, such as, snack time and washing their hands after visiting the bathroom. All children are able to rest and sleep according to their individual needs and have regular opportunities to take part in physical play activities, both indoors and outdoors. They regularly visit the local parks and play areas, which helps to develop their physical skills and their knowledge and understanding of the local environment. Children enjoy crawling around in the large ball pool and have great fun trying to find toys, which the childminder has hidden. Children enjoy their learning and are beginning to develop useful skills for the future. For example, babies learn about how things work as they press buttons to operate musical toys and they enjoy listening to the sounds and observing the colours they make. The childminder provides a range of resources to help develop children's mark-making skills. For example, children use water pens to make marks on the large mat. Children enjoy joining in with familiar rhymes and songs and independently choose

their favourite books, turning the pages appropriately and talking about the pictures. This helps to promote children's early reading skills.

## 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	3
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

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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