

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY439283
<b>Inspection date</b>	11/06/2012
<b>Inspector</b>	Carly Mooney
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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 with her husband and son aged six in Crowland, Lincolnshire. The whole of the ground floor is available for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

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 are currently four children attending who are within this age range, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. 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.

Children are happy and settled in the childminder's care and enjoy a range of activities which allow them to make good progress in their learning. Clear systems are in place to observe and assess children's progress. The childminder is able to meet children's needs well through close relationships with parents. She demonstrates a positive approach to improving outcomes for children and systems for self-evaluation continue to develop.

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

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

- ensure regular evacuation drills are carried out and recorded in a fire log book
- enhance the use of systems to self-evaluate the provision and identify strengths and priorities for further development
- implement a system that provides a two-way flow of information with other providers who deliver the Early Years Foundation Stage.

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

The childminder has a clear understanding of safeguarding issues gained through her childcare background and completion of stage one safeguarding training. All adults within the home have completed suitability checks and the childminder keeps a record of all visitors. Risk assessments of the home, garden and outings children participate in, ensure children can play safely and in a secure environment. The childminder has a clear range of written policies and procedures

which effectively underpin her good practice and fully promote children's health, safety and welfare. Copies are shared with parents to keep them well informed.

Toys and resources are easily accessible to all children within the play room and dining room area. Children know where to access resources from and happily help themselves to games and puzzles from the low-level cupboard. Play areas are bright and attractive and subtle touches, such as, named coat pegs help children to feel a sense of belonging within the childminders home. The childminder provides a fully inclusive service to all children attending and ensures individual children's needs are thoroughly addressed, as she has clear knowledge of children and their families. Children are able to gain an understanding of diversity and an appreciation of other people through their play, festivals celebrated and the resources provided.

Relationships with parents are friendly and positive. There is effective communication both verbally and through daily diaries so that children's continuing needs can be met. Parents speak highly of the childminder and are thankful for her support. The childminder demonstrates a positive attitude to liaising with other settings who deliver the Early Years Foundation Stage. However, procedures have not yet been implemented with a local play group a child attends, to ensure continuity and progression of children's learning.

The childminder is pro-active and displays a positive attitude to improving outcomes for children. She is keen to attend training and has attended courses, such as, understanding schemas in young children, which will benefit her current practice. Systems to continually monitor her practice and identify clear areas for improvement continue to be developed.

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

The childminder demonstrates a kind and caring nature, which helps children feel secure in her care. Children and their parents are warmly welcomed on arrival and children settle quickly after waving goodbye at the window. The childminder has a childcare qualification at level 2 and uses her knowledge and experience to provide suitable activities to support children's learning well. The childminder has begun to observe and assess children's progress now they have settled in her care. She has experience of completing such records and uses a combination of observations, photographs and examples of children's work to aid her.

The childminder naturally reinforces children's learning through everyday conversation and routines. For example, through choosing coloured cups and plates at snack time or talking about the different colours of the play dough they are using. The childminder supports children's early communication skills through constantly talking to young children and allowing them time to respond. She extends their vocabulary, using words, such as, pushing and pulling when squeezing the play dough through a hole. The childminder has also introduced

some basic sign language into play to further aid communication with very young children. Role play is enjoyed by all children as they engage in making pretend cups of tea for the childminder and 'wash up' the pots afterwards, mirroring real life observations. Children enjoy good opportunities for physical exercise in the garden and visit the local park. They spend time in the fresh air on a daily basis as they walk to the local school to collect children. Children participate in a range of activities where they are able to express their creativity, such as, baking, painting and drawing.

Children's health, safety and welfare are promoted well. Children are provided with healthy meals and snacks and parents are reminded of healthy options if bringing their own food. The childminder grows fruit and vegetables in her garden and children are currently helping to tend strawberry plants, which enables them to gain an understanding of where food comes from. Documentation regarding accidents and medication are kept to a good standard and the childminder is able to provide appropriate medical care for children, as she holds a valid first aid certificate. The childminder has a fire escape policy which is shared with parents. However, this has not yet been practised with the children in her care so that they gain an understanding of how to keep themselves safe. Children behave appropriately for their age and are given clear boundaries within the childminders home.

## 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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----