

## Inspection report for early years provision

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<b>Unique reference number</b>	EY398646
<b>Inspection date</b>	30/11/2010
<b>Inspector</b>	Karen Scott

<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 2009. She lives with her husband and one school aged child in Minster, close to shops, parks, schools and pre-schools. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outside play. The premises has steps into the first floor and into the garden but there is a downstairs toilet. The family have fish.

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. She is currently caring for one child in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder walks to local schools to take and collect children and attends several toddler groups on a regular basis. She is a member of an approved childminding network.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are making excellent progress as they learn through play in a warm and welcoming environment. The childminder knows the children that she is caring for well and works closely with parents and others to ensure that children's individual needs are met. Consequently children are making good progress. The childminder has started to evaluate her setting and is committed to enhancing her practice in order to improve outcomes for children.

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

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

- think about how to reflect children's individual cultures and celebrations within your setting
- continue to reflect on practice, identifying strengths and priorities for development that will improve the quality of provision for all children.

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

Clear policies, strategies and procedures help the childminder to safeguard children and ensure their welfare. Regular risk assessments of the home and places visited help the childminder to provide a safe environment. When accidents happen the

childminder takes action to further minimise risks to children. When out and about the childminder carries children's details and her own in case of emergency. The childminder takes effective steps to promote children's good health. For example shoes are not worn indoors. The childminder takes children's individual needs seriously receiving training to support their medical needs and ensuring that they are protected from foods they should not eat. The childminder provides a range of multi-cultural resources for children to play with and they see writing in a variety of languages. When children speak English as an additional language the childminder produces labels in their own language and introduces a routine for them to follow to help ease them into life with her and eventually school. Children attending celebrate a diverse range of festivals which are not yet reflected in their time with the childminder.

Children play in a homely, bright and welcoming environment. Toys and resources are easily accessible enabling children to make choices and they play at child sized furniture. Children's artwork is displayed prominently and the childminder uses resources very effectively to promote children's learning and development. The childminder is keen to provide a good service, advertising her childminding service through a web-site and on boards on her home, for example. She is committed to continuous improvement and is striving towards providing an outstanding service for children and their families. Liaising with other early years practitioners and reading relevant publications helps the childminder to share and learn from good practice. The childminder has begun to evaluate the care that she offers and sets targets for improvement which are all about improving outcomes for children. For example the childminder received a grant which she used to update the range of multi-cultural resources which she had identified as an area for improvement.

When children also attend other settings delivering the Early Years Foundation Stage the childminder works closely with them to provide a united approach for children. The childminder shares daily diaries with groups and children's portfolios so that they can work together to aid children's development. The childminder ensures that parents and carers are fully aware of her policies and procedures, keeping them informed about her practice, and a website offers further information as well as lots of helpful information being displayed in her hallway. Parents and carers may look at their children's portfolios whenever they wish and are encouraged to add their own input to them too which they do so willingly, sharing amongst other things their children's likes and dislikes helping the childminder to provide appropriate activities. Parents' and carers' opinions are valued and they fill in questionnaires where they can make suggestions which the childminder listens to and acts on, introducing soup to the lunch menu after parental input, for example. Questionnaires show that parents and carers are extremely happy with the care and education that their children are receiving.

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

Children have an excellent understanding of the importance of following good personal hygiene routines. They are encouraged to wash their hands at

appropriate times using their own flannels and hand towels and copying the movements on a hand washing poster in the bathroom. Children have regular access to fresh air, playing outside in all weathers in the garden and at local parks. Charts help children to understand the importance of regular exercise and healthy eating as part of a healthy lifestyle. They have access to drinks throughout the day and are encouraged to drink more in hot weather. Parents and carers thank the childminder for introducing new foods to their children and the childminder provides a range of nutritious foods throughout the day which children offer their opinions on. Children demonstrate an excellent understanding of safety issues, looking around the home and deciding how to limit risks to themselves and each other. Evacuation of the home is practised and children see the procedure in picture form, helping their understanding should they need to evacuate the house in an emergency. Children are reminded of road safety and wear fluorescent jackets when out walking. Children have formed strong friendships and miss each other when not present. They feel part of a community as the childminder displays their photos next to each other on a wall alongside information such as birthday dates. Children respond to the expectations of the childminder and take pride in what they have created, enjoying photographs being taken to validate their creations.

Each child has a portfolio that is full of written and photographic observations as well as examples of their artwork. The childminder uses the observations to assess children's stages of development and to plan activities that will extend their knowledge of things of interest to them. The portfolios are crammed full of evidence of children's time with the childminder and help her to share with parents and carers how children learn through play which is the ethos of the setting. For example, children go into the local environment to look for big and small things before making big and small shapes themselves. The childminder plans weekly themes but these are changed to reflect children's interests. Children participate in a broad range of activities across all areas of learning. They visit other settings to further expand on these experiences and to develop their social skills. Children are developing strong skills for the future as they are encouraged to undertake self help tasks and be independent. They enjoy role play, acting out their own experiences using a range of resources that they have easy access to. Children make regular visits to places of interest and enjoy going on hunts for wildlife. They spend some time every day looking at books and developing their number recognition and counting skills. Children particularly enjoy art and craft so the childminder makes sure that this is available to them and children take pride in what they have made, sharing with their parents and carers. Children evaluate the activities that they have participated in and are making excellent progress through the developmental stepping stones.

## 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