

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY342252
<b>Inspection date</b>	25/10/2011
<b>Inspector</b>	Lindsay Dobson

<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 2011

## 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 2006. She lives with her partner and their two children age 16 and seven years old. The family lives in a small village near Barnsley. Children access the ground floor, which includes the kitchen, playroom and bathroom facilities. The childminder has an enclosed back garden and visits local park areas for outdoor play activities. The family has three dogs.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children at any one time and she is currently caring for 11 children of whom three are in the early years age range. All children are cared for on a part-time basis. The childminder cares for children with special educational needs and/or disabilities. The childminder takes and collects children to and from the local schools and 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 relaxed in the warm and homely environment created by the childminder. They build strong and secure relationships with the childminder and each other and are making good progress in all areas of learning. The childminder works closely with parents, ensuring that she has a clear knowledge of children's individual needs which she meets well, promoting inclusion for all. The childminder is working hard to establish a good quality provision for children in her care. She is able to identify her strengths and areas for development, although, she is not currently monitoring the impact of the improvements she makes. However, the childminder demonstrates a sound knowledge of the Early Years Foundation Stage Framework and a strong ability to maintain continuous improvement.

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

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

- develop further the systems of self-evaluation, whilst considering ways to reflect more actively on practice in order to monitor the impact of development on the outcomes for children
- develop ways to promote children's knowledge and understanding of recycling and sustainability.

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

Children's welfare is effectively safeguarded because the childminder understands her role and responsibilities to protect children and ensure they remain well

supervised at all times. She demonstrates a good knowledge of protecting children and understands the importance of recording any concerns and sharing these with the appropriate authorities. The childminder has created a variety of risk assessments for reducing hazards in and around her premises, which include annual and daily checks. Detailed assessments are also in place for the many varied outings undertaken with the children. The childminder ensures children are familiar with routine procedures to promote their safety effectively. She discusses the evacuation procedure with them and helps them to practise the fire drill regularly. Road safety is promoted by the childminder and she reinforces rules and guidelines carefully as the children walk around the local area. The childminder further develops the children's understanding by enabling them to make decisions about their safety in controlled circumstances.

The childminder maintains detailed records in an organised and well-maintained manner and has effective written policies and procedures in place to support her practice. She has written parental consents for each minded child along with welfare record forms and contracts of care. The childminder discusses the individual health and care needs of each child to support their care and promote an inclusive environment. She makes effective use of space and resources, supplementing this with daily walks or outings for the children, as part of their overall learning and development. Children are able to make their own decisions about what they do and play with. The effectiveness with which the childminder promotes equality and diversity is positive and is reflected in the way she helps children to feel they belong. The childminder treats children as individuals with equal concern and welcomes them warmly into her home. She is interested in what they have to say and listens to them. The resources reflecting diversity are varied and they are used effectively to encourage the children's awareness of the multi-cultural world we live in.

The childminder is taking positive steps towards improvement through a developing system of self-evaluation. She assesses her practice for areas of development and talks to parents for their valuable feedback. However, the current system of self-evaluation does not enable her to actively reflect on her practice in order to monitor the impact of development on the outcomes for children. The childminder builds very good relationships with parents, as she is open and approachable, encouraging an important two-way flow of information. She offers parents daily feedback about their children's care and learning achievements, through discussion and written information on the notice board and in regular newsletters. Comments from parents are very positive and praise the care provided by the childminder and her ability to work in partnership with them and their children. The childminder understands the need to work collaboratively with other settings children attend and does this very well by sharing information and finding out about learning intentions to enable her to promote and support this with the children.

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

The childminder provides good support to foster and extend children's learning. She has effective assessment systems in place to monitor the children's progress. Each early years child has an individual development file. This includes written observations, identified next steps, photographic evidence and comments from the parents. She enjoys interacting with children as they play and skilfully initiates conversation and questioning to make them think. For example, as they play with the cars and a card game, she encourages them to discuss what they can see on their cards. These are linked to countries around the world and also languages spoken. The childminder promotes children's interest and understanding further by helping them to use the computer to look up places and languages to see where in the world they are and what country speak the language. The children proudly show their developing computer skills as they use child age-appropriate on-line games, using the mouse and keyboard to play the game and then printing out their chosen picture to colour. Children eagerly pin their coloured pictures onto the childminder's notice board in the entrance area.

The childminder effectively promotes children's emotional and social development as they are encouraged to make good relationships and engage in all activities with their peers. They learn to respect and listen to each other's ideas and views. Children's creativity is provided for by the childminder, as they enjoy cutting and sticking activities and painting. They use some recycled boxes in their craft work to make models and are beginning to understand the basic concepts of recycling. However, the childminder is not actively supporting children's developing understanding of recycling and sustainability.

The childminder ensures the children enjoy a healthy lifestyle. They take part in many physical activities outdoors, benefiting from fresh air at the same time. For example, the good sized garden enables the children to run about and to access wheeled toys, whilst visits to the park and the local woods support children's developing climbing and balancing skills. The children are supported well in becoming independent in their self-care. As a result, they readily access their drink when they feel thirsty and independently help themselves to a tissue when they need to blow their nose. They choose what items of fruit they would like for their snack, for example, banana, apple and orange and show a developing understanding of their own personal hygiene by remembering to wash their hands before they eat. The childminder has devised some basic house rules which she shares with children and parents and which she consistently implements. She is very calm with a caring approach to the children, offering lots of praise for their efforts and achievements. This supports children's developing confidence and raises their self-esteem.

## 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
--	---

### 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