

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY358970        |
| <b>Inspection date</b>         | 07/09/2011      |
| <b>Inspector</b>               | Jennifer Turner |

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|------------------------|-------------|
| <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 2007. She lives with her parents, husband and two siblings, one of whom is an adult and the other aged 12 years, in a suburb of Telford, Shropshire. Her mother is also a registered childminder. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play. The family has a dog and hamster. The childminder is registered to care for a maximum of six children at any one time when working alone and when working with another childminder the registration increases to a maximum of eight children. There are currently five children under the age of five attending part-time. The childminder is able to take and collect children from local schools and pre-schools and attends a local carer and toddler group on a regular basis. The childminder 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 creates a homely, relaxed environment, where children can self-select resources and develop their independence. Children's individual care needs are met, so helping to create an inclusive environment. The required documentation, including written policies and procedures, are in place and maintained to a good level. The childminder works closely with parents and keeps them up-to-date on their children's progress and development with the use of a learning journal. The childminder is able to identify most of the strengths and weaknesses of her provision. However, she has yet to introduce a system to monitor and evaluate the quality of the welfare and the learning and development of children.

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

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

- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress
- develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

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

Children's welfare is continually safeguarded as the childminder and her co-minder has attended training in child protection. She is very aware of her role within Local Safeguarding Children Board procedures and has supportive documents readily to hand, thus ensuring any concerns can be handled appropriately. The childminder carries out daily risk assessments of the equipment and all aspects of the home environment and potential risks before going on any outings. The childminder has

all the relevant consents from parents, including transporting, applying sun protection and emergency treatment.

The childminder has a good knowledge of the Early Years Foundation Stage learning and development requirements. She plans a varied range of meaningful experiences to challenge the children's learning and development, based on observations of what the children can do and like. The childminder observes the children as they play and has devised a learning journal for each child showing their progress and activities they engage in. However, the observations do not consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress. The childminder effectively organises her day around the needs of the children, taking into account their individual care routines and preferences. The childminder manages her time well and spends much of her time interacting positively with the children, sitting at their level and playing with them. She effectively uses the indoor and outdoor space to promote play opportunities for children and they are able to freely move around the playroom selecting what they play with.

The childminder offers an inclusive service and welcomes all children into her care. She plans some activities that encourages children to learn about aspects of diversity and other cultures and to value and respect each other. Children designed lanterns for Chinese New Year and they access positive images play figures. Partnerships with parents and carers are good and they receive a range of written policies and procedures which explains the childminder's practice. This includes information about how parents can make a complaint about the provision. The childminder has given consideration to the self-evaluation process, although this is in its infancy. She had not yet fully put procedures in place to monitor and evaluate her provision to identify her strengths and any areas for improvement.

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

Children are active learners and enjoy a wide range of activities, both inside and outside of the home. Children have good opportunities to play in the garden, where they plant carrots and potatoes. During outdoor play children play on varied equipment, such as a climbing frame with slide, trampoline and selection of bikes with trailers, to help develop their physical skills and coordination. Children visit the local park where they are able to feed the ducks and play on larger equipment. The childminder interacts effectively with children, asking questions and engaging them in discussions to promote their language and communication skills. The children are learning to recognise numbers from the number posters in the playroom and whilst playing with building blocks children count and learn to recognise colours and shapes.

The children like it when the childminder reads to them and when they sing their favourite nursery rhymes, whilst playing with musical instruments. Younger children are able to draw and to make marks on the large wipe board. They see words displayed and are beginning to recognise simple words such as cat, dog,

and house. Children use their imagination and they pretend to cook with the role play kitchen, offering the childminder pretend tea and cakes. They enjoy playing with the selection of jigsaw puzzles and knocking down the building bricks, laughing as they crash to the ground. Children increase their creativity and extend their curiosity through using their senses to explore. They enjoy exploring the textures of corn flour and using a variety of arts and crafts materials to stick, colour and paint. The childminder praises and encourages children in their achievements. This helps promote their confidence and self-esteem.

Appropriate behaviour such as sharing and taking turns, is encouraged by the childminder. Good procedures are in place to prevent the spread of infection as she provided paper towels for hand drying. Children learn about good hygiene practices through the daily routine, such as washing their hands before meals and after using the toilet. Children learn about road safety whilst out with the children, who talks to them about how to cross the road safely. They are aware of safety procedures within the home and practise the fire evacuation drills. All children are acknowledged as an individual. The childminder demonstrates a positive approach to working closely with parents and other professionals to ensure that specific needs are met and all children are included. She uses Makaton signing to encourage children's communication 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

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| <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

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| <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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|--|---|
| 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

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|--|---|
| <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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met