

## Inspection report for early years provision

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| <b>Unique reference number</b> | 205978      |
| <b>Inspection date</b>         | 31/03/2011  |
| <b>Inspector</b>               | Jayne Rooke |
| <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 1995. She lives with her husband and two children both aged over 16 years, in the suburbs of Derby City. The whole of the ground floor is used for childminding. There is a fully-enclosed garden available for outside play. The childminder takes and collects children from local schools and pre-schools. The family has a dog.

The childminder is registered to 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. There are currently four children on roll who are within the Early Years Foundation Stage. The childminder also offers care to children aged over five to 10 years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder receives support from the local authority advisory service.

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

Overall the quality of the provision is good.

Children feel happy and settled in the childminder's warm and welcoming home. They enjoy a stimulating and varied range of play and learning experiences, which support their development and progress in most areas. Children are valued as individuals and practice is inclusive. Records are generally clear in their detail and policies and procedures are effective in practice. Partnerships with parents, carers and other childcare professionals are strong and supportive. Self-review systems are used well to promote improvement through continuous professional development.

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

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- extend the range of learning experiences offered to children, particularly the opportunities to explore the natural environment
- increase the range of resources to promote equality and diversity.

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

Children's safety and well-being is assured because the childminder has secure procedures in place to protect them from harm and neglect. She recognises the

signs and symptoms of abuse and is confident about taking prompt action if she has concerns about a child's well-being. She conducts a series of daily checks to ensure that the premises and equipment that children use are suitable and safe. Written risk assessment records contain most of the necessary detail, with the exception of the vehicle used for outings. This has minimal impact on children's safety overall, because the childminder follows strict guidelines for transporting children safely. Detailed written policies, covering all aspects of the provision, work well in practice ensuring children's safe care.

The childminder demonstrates a positive approach toward equality and diversity. Her practice is inclusive and welcoming. She takes time to talk to children about people who have different lifestyles, religions, ethnicity and abilities, although there are few resources visible within the home to extend children's learning in this area. She obtains essential information from each child's parents to ensure that she provides individual and consistent care. Indoor and outdoor resources are attractively organised and very accessible to children, encouraging their self-chosen play.

Self-review systems are effective. The childminder reflects on what works well, seeking support and guidance from other early years professionals to guide and improve her practice further. She attends regular training events, using the knowledge and skills gained to develop new ways of working. This results in a continually improving setting. Recommendations from the previous inspection have been successfully addressed. As a result, the childminder holds a current first-aid qualification and has developed a system for the recording of complaints, in line with regulations.

She forms strong and trusting partnerships with parents, carers and other childcare professionals to support children's individual needs. She invites parents into her home to ensure that children newly attending feel safe, happy and settled before parting from their parents for the first time. Relevant information is shared between other carers and settings so that children receive complementary care and education.

Written and verbal comments received from parents are very positive and complimentary. They value the childminder's 'loving' and 'nurturing' approach towards their children, which helps them to feel confident that their children are well cared for. They feel fully informed about their child's routines and development, which helps them to continue their child's learning at home.

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

Children make good progress towards the early learning goals because they are actively engaged in a well-balanced programme of activities which cover all areas of learning. For example, they become independent in their self-care routines from an early age, recognising when they need to have a drink and to clean their hands after meals. Younger children sleep and rest according to their individual routines

and needs. They blow kisses and greet others with broad smiles and happy excited movements, showing affection toward significant people in their lives. Children make choices and decisions for themselves as they move freely between the house and garden. They thoroughly enjoy active play outdoors, negotiating small and large play equipment with increasing control and coordination. They play imaginatively in the playhouse, demonstrating how to switch on the pretend kettle and how to operate the 'barbeque'. They select their favourite toys, recognising familiar words and pictures on the labels. They learn to take turns and share with others as the childminder encourages them to wait patiently for their go on the bikes and slide. They are beginning to show an interest in the natural world as they observe small insects on the ground, although opportunities for them to explore the natural environment further are not yet fully developed.

Children use a range of tools in their creative play. They delight in experimenting with different shape cutters to make an 'ice-cream', which they happily offer to the childminder. She skilfully engages with the children encouraging their speech and communication, asking them what they are doing and what might happen next. She helps them to develop a sense of time as they talk about their routines at the beginning and end of the day.

Young children show curiosity and interest in objects around them. They enjoy placing things in and out of boxes as they begin to discover how things fit together. They use numbers for counting in their everyday routines and during songs and rhymes, and learn how to match pairs of things together as they point to their eyes and ears. They enjoy close contact with the childminder when they listen to stories and rest in the quiet areas of the home. A variety of art and craft materials are readily accessible to them when they wish to make marks and patterns or to create models and pictures. This helps to develop their early writing skills and to encourage their creativity and imagination.

The childminder skilfully observes and monitors children's progress. She matches their achievements and successes to the Early Years Foundation Stage Programme, clearly identifying what each child needs to do next to reach their 'next steps'. She provides appropriate support to ensure that children with identified needs can achieve to their full potential. Consequently, children develop strong skills for the future.

## 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**

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| 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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