

## Inspection report for early years provision

---

|                                |                          |
|--------------------------------|--------------------------|
| <b>Unique reference number</b> | 208847                   |
| <b>Inspection date</b>         | 08/07/2010               |
| <b>Inspector</b>               | Kathryn Margaret Clayton |
| <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 rates 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.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

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 2010

## 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 1999. She lives with her husband and their three teenage daughters in the town of Louth. The whole of the ground floor of the property is used for childminding. Toilet facilities are provided on the first floor. There is a fully enclosed rear garden for outdoor play. The local schools, pre-school, toddler groups, library, park and shops are all within walking distance.

The childminder is registered to care for a maximum of five children at any one time.

She is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are currently 10 children on roll, of whom five are in the early years age range. The childminder keeps two pet cats and a hamster. She is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a caring service, where all children's needs are met and they progress steadily, although there are some weaknesses in the learning provision. Most aspects of children's welfare are met and the childminder follows a clear safeguarding children policy. The childminder develops good relationships with parents, which enables information to be freely shared. Through parents, the childminder develops some links to other providers, which allows them to work together to help children progress. Evaluation of practice is in the very early stages of development and therefore not yet fully effective in helping to drive forward improvements, although the recommendations raised at the last inspection have been addressed.

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

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

- improve safety by ensuring keys do not remain in exit doors
- develop further understanding of the Early Years Foundation Stage, ensure there is coverage of all aspects over a period of time and identify the next steps in children's learning more frequently
- gain further understanding of reflective practice in order to confidently identify aspects of the service that are done well and those aspects that might be improved, so as to promote good outcomes for children
- ensure the risk assessment includes everything children come into contact with including the bouncy castle and trampoline.

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

Children are safeguarded because the childminder understands the signs and symptoms that would cause her to be worried about a child's welfare. She has a good safeguarding children policy, which she would implement should she have any concerns. The childminder has considered most aspects of maintaining a safe environment, with the exception of leaving keys in exit doors and not including the large trampoline and small bouncy castle when completing a risk assessment. The childminder likes to keep up-to-date with changes and since the last inspection has addressed the recommendations that were given. She has attended training in the Early Years Foundation Stage and has maintained her first aid certificate. She also makes sure she reads appropriate early years journals. However, the evaluation of her service as a whole is in the very early stages of development and is not yet fully effective in helping to drive forward improvements.

The childminder finds out about children's individual needs at enrolment. Parents are asked to complete a detailed information sheet about their child's personality, likes and dislikes, any allergies, special requests and special educational needs amongst other things. This, along with observations of children over their first few weeks of attendance helps the childminder to gain a suitable understanding of the children as individuals. The childminder has some resources, such as books, which show positive images of our diverse society. Should the childminder care for children for whom English is an additional language, she has considered ways they could be supported, for example, by using pictures as a way of communication and also by learning a few phrases in the child's home language.

Children can access a good range of resources both indoors and outdoors, some of which are labelled with pictures. Children re-use boxes for junk modelling and are taught by the childminder to be careful with toys and pack them away at the end of the day. Through parents, the childminder is able to make links to a local setting attended by children. This allows them to work together to help children's progression, for instance, when toilet training. Parents are positive and complimentary about the childminding service and are happy with all aspects of care and learning. The childminder talks to parents, both when children arrive and at the end of the session. Parents are given a daily diary for as long as they wish to keep the system going, which gives details of children's routines throughout the day. The childminder canvasses parents' opinions about her service by asking them to complete a questionnaire. This information is then used to help to improve her partnership with parents.

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

Children enjoy their time with the childminder and are cared for in a comfortable and clean home. They enjoy play both indoors and outdoors, as there is a good range of equipment in the garden. She plans a suitable range of activities and completes some basic written observations of children as they play, which shows

that children progress steadily. However, there is no system to ensure coverage of all aspects within the areas of learning over a period of time and the next steps in children's learning are not identified on a regular basis. The childminder has some understanding of the Early Years Foundation Stage, but her knowledge is not sufficiently robust to help children make good improvements in their learning.

The childminder provides comfort and security for children who are happily settled. She supports children at their own level and talks to them as they play, so suitably promotes their language development. Children develop an interest in stories, as they are often shared with the childminder. Children have some opportunities to learn counting skills, as the childminder encourages counting during play, for example, when children are building with bricks. Children start to learn about the natural world and see changes that happen, as they plant seeds and watch them grow, for instance, cress and tomatoes. They have opportunities to go to a local farm to see animals and to feed the ducks on a nearby river and so start to learn about the natural world. The childminder supports children well in their physical development and this helps them to start to gain an early understanding of the benefits of having a healthy lifestyle. Children love climbing and bouncing on a small bouncy castle, which allows them to be very physically active and helps them to learn about how to behave safely. The childminder makes sure children drink water often on a warm day and provides healthy snacks of raisins, fresh fruit or toast. Children are prompted to wash their hands at all appropriate times and the home is clean and up to a good standard.

The childminder encourages some imaginative play, as she provides items such as an empty paddling pool in the shape of the car, which children use with interest. Children enjoy singing nursery rhymes and have some opportunities to explore play dough and paint. The childminder manages behaviour in a positive way, for instance, by using distraction when two very young children want to play with the same toy. She helps children to learn to share and they gain a sense of belonging in her home, as they see their individual photographs next to their flannels in the kitchen. The childminder provides a suitable range of adult-led and freely chosen activities. Young children use a number of musical and interactive toys, which helps them to learn very early technological 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

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

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

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources                                           | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding                                                                    | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| 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 | 3 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 3 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 3 |
| The extent to which children develop skills for the future       | 3 |

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 |
|--------------------------------------------------------------------------------------------------|-----|