

## Inspection report for early years provision

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| <b>Unique reference number</b> | 256939         |
| <b>Inspection date</b>         | 02/02/2011     |
| <b>Inspector</b>               | Lindsay Dobson |
| <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 has been registered since 1979. She lives with her husband and two grown up children in Peterborough. All areas of the childminder's house are used for childminding purposes and there is a fully enclosed rear garden available for outside play.

The house is within walking distance of local schools. The childminder regularly takes children to local pre-school groups and facilities such as the park and library. The childminder has two guinea pigs, three rabbits, 10 chickens and two cats, all of which are kept outside.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of six children under the age of eight years at any one time. There are currently eight children on roll, of whom three are in the early years age range.

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

Overall the quality of the provision is satisfactory.

Children experience close and warm relationships with the childminder which help them to feel secure and comfortable in the setting. The childminder is developing her knowledge and understanding of the Early Years Foundation Stage, however, there are currently weaknesses in her documentation. She develops positive partnerships with parents to promote continuity in children's welfare and care. Children make satisfactory progress in their learning and development, although systems for observation and assessment are not effective. The childminder has not started to effectively self-evaluate her practice although she has obtained a copy of the Ofsted self-evaluation form to use as the basis for this. She wants to improve her service for the children in her care and provides a service based on their individual needs.

## **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 risk for all individual outings and trips
- develop a system to monitor and evaluate the quality of the provision to lead to the identification of targets for further improvement and include the views of parents and children
- develop observation and assessment systems to ensure starting points are recorded, they link to the areas of learning and identify children's next steps to inform future planning
- promote children's individual hygiene routines with particular regard to hand-washing for younger children.

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

The childminder has a sound understanding of safeguarding children, which includes how to recognise signs and symptoms of abuse and the procedures to follow should concerns arise. She has a range of supporting information which includes contact details for external agencies. The childminder gives supervision of children and keeping them safe a priority; she has the necessary safety equipment in the house, such as a fire blanket and socket covers. The childminder has implemented a record of risk assessments for the home and garden, which show how possible hazards have been minimised. However, the childminder has not included the individual outings she undertakes with the children into this record to ensure any hazards are effectively identified and addressed

The childminder has met the recommendation raised at the last inspection by regularly practicing the emergency evacuation drill with the children. This ensures they are aware of the procedures to follow and are kept safe in an emergency situation. The childminder shows a commitment to improving her practice and is able to discuss some areas she sees as her strengths. However, the childminder is not effectively identifying areas for development and has no system in place to self-evaluate, reflect on practice or include the views of parents and children.

The childminder aims to provide an inclusive service for all children. Her home is warm and welcoming and she provides a suitable range of resources and activities which are tailored to each child's ability. The childminder raises children's awareness of equality and diversity through a range of available resources, including small world figures, joining in with cultural festivals and books. The childminder promotes positive relationships with parents. She supplies clear information about the setting, which includes background details, certificates of training and some written policies. There are daily opportunities for sharing information verbally, to ensure individual needs are met. The childminder has implemented a daily logbook for each child, so that there is a written record to support this, which also invites parents' comments. She acts as a link between pre-school, school and parents, so that information is shared about children's care and development.

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

Children are happy in the setting and enjoy exploring an easily accessible range of activities and resources which support their learning. They are confident and readily approach the childminder for help and support. Sound opportunities regularly exist for the children to take part in painting, colouring and sticking as they regularly attend messy play sessions at the local children's centre. Children's early communication, language and literacy skills are encouraged by the childminder. A suitable range of books are freely available. The childminder takes the children to the local library where they enjoy story time and they join in with

singing time at a community group. The childminder engages in lots of conversations with the children to develop their vocabulary. For example, she repeats familiar and new words to younger children as they play and point to the objects they see. Children are praised as they copy the childminder and continue to say the words and sounds. The childminder actively promotes children's knowledge and understanding of the world. She shows them how to care for the animals she keeps in her garden such as chickens and rabbits. Children enjoy watching them and learning about their lives. Also, the childminder takes the children to her allotment where they plant seeds and enjoy harvesting the fruits and vegetables they grow.

The childminder is in the very early stages of developing individual learning journeys for the children. These do not effectively show children's starting points or how they are developing as observations and assessments record very limited information. They do not link to the areas of learning or identify the children's next steps to enable the childminder to effectively plan for this. The childminder is aware of the need to develop these systems and has started to include photographs of the children to show the varied activities and outings they take part in.

Children are given healthy choices of food such as grapes and raisins for snacks and the childminder provides some children with home cooked main meals. Children have free access to drinks throughout the day. This encourages their understanding of a healthy diet. Children are able to get outside each day in the fresh air, they play in the childminder's garden on a sound range of equipment which promotes physical development and they go out in the community to meet with other childminders, walk to the local school and play in the local park. More able children's personal hygiene routines are suitably encouraged as they wash their hands before eating and after toileting. However, the younger children do not have their understanding of personal hygiene effectively promoted as the childminder does not consistently wash their hands for them before they eat. Children are kept safe in the setting because the childminder maintains suitable safety precautions. Children learn about keeping themselves safe because the childminder reinforces important safety messages, such as crossing the road safely and helping to tidy up the toys in the play room. Children are positively supported by the childminder which encourages and raises their self-esteem and promotes good levels of appropriate behaviour. She encourages children to use good manners, share and take turns as they play. They respond positively to her gentle reminders, distraction and redirection.

## 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> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### 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>            | 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                                | 3 |

### 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 | 3 |
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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> | 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            | 3 |
| The extent to which children make a positive contribution        | 3 |
| The extent to which children develop skills for the future       | 3 |

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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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