

## Inspection report for early years provision

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| <b>Unique reference number</b> | 300576            |
| <b>Inspection date</b>         | 16/02/2011        |
| <b>Inspector</b>               | Jacqueline Nation |
| <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 1999. She lives with her husband, two adult children and one child aged 13 years. They live in the Greystones area of Sheffield close to local amenities, such as schools, parks and shops. The whole of the ground floor is used for childminding and includes a dedicated playroom. First floor rooms are not used, except for access to the bathroom facilities. There is a fully enclosed garden available for outdoor play. The family have a pet cat.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder occasionally works with an assistant. The childminder is registered to provide care for a maximum of six children at any one time. There are currently 12 children on roll, five of whom are within the early years age range. The childminder provides funded nursery education.

The childminder is a member of the Sheffield 'Children Come First' Childminder Network and has also achieved a Quality Assurance Award at Silver Level. 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 thrive in this welcoming family home and are well cared for by this experienced childminder. The childminder plans and provides many good opportunities for children to learn and develop in the Early Years Foundation Stage. This ensures all children make good progress towards the early learning goals. All children are welcomed and supported by the childminder who appreciates their uniqueness and individuality. Effective partnerships ensure children's individual needs are met and their protection assured. The childminder has completed a formal self-evaluation; she is reflective, intuitive and committed to improving the quality of her service.

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

To meet the specific requirements of the EYFS, the registered person must:

- request written parental permission at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).

02/03/2011

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

- ensure the children's daily record of attendance is maintained effectively.

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

Safeguarding receives good attention as the childminder is fully aware of her duty to protect children in her care. She has a good understanding of the signs and symptoms of abuse and shares her written safeguarding policy with parents. Criminal Record Bureau checks are completed and provide reassurance for parents that adults in the household are deemed suitable to have contact with children. Children play in a safe and well-organised environment. The childminder is vigilant, she supervises the children well, and has conducted a risk assessment of the premises, garden and outings. Most of the required documentation is in place and maintained effectively. However, the childminder has not obtained written parental consent to seek emergency medical treatment or advice and the children's attendance register is not always completed efficiently. All documents are stored to ensure confidentiality is maintained. The childminder has a range of written policies and procedures which underpin her practice and are shared with parents.

Children are happy and relaxed as the childminder offers warm and affectionate care that supports their welfare and learning. The childminder's home is very welcoming and promotes a child-centred approach which enables children to be self-assured, independent and secure. A good range of resources are easily accessible to children in a lovely playroom, and a range of interesting posters, interactive displays and art work are displayed on the walls. The childminder demonstrates a positive attitude to inclusion and is committed to treating all children equally. Children's individual needs are well considered by the childminder who understands and values their unique personalities. The childminder encourages children to develop an understanding of each other's cultural backgrounds. She offers children a wealth of experiences in the home and wider community, and uses a range of resources which show positive images of diversity. Festivals are explored in a meaningful way as children develop an understanding of different celebrations, such as Chinese New Year.

Children benefit from good partnerships with parents. The childminder gathers a range of useful information from parents at the initial meeting and she has effective procedures in place to help children settle into their new environment. She has daily conversations with parents which help to keep them well-informed about their child's care routines and achievements. Partnership with other providers of the Early Years Foundation Stage is effective and systems are in place to make sure children's continuity of care and learning is supported well.

The childminder is committed to improving her practice by addressing the recommendations set at her previous inspection. This improves outcomes for children's learning and development, welfare and safety. The childminder regularly attends training to update her skills and knowledge and is always seeking to improve her provision. She has a good understanding of her strengths and areas

for development which are detailed in her self-evaluation document.

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

Children achieve well and make good progress within the Early Years Foundation Stage across all areas of learning. The childminder has a good knowledge of the learning and development requirements and understands how children learn. She is skilful in knowing when and how to intervene to enhance children's enjoyment and achievement. Children's starting points in their learning are discussed with parents at the beginning of the placement. Their progress and achievement is detailed in individual folders, together with a range of lovely photographs and children's art work, and this gives an overview of their progress towards the early learning goals. The childminder uses the information gained from her observations to ensure each child moves on at a pace suitable to their individual needs. Children are very content and thoroughly enjoy the time they spend in the childminder's care. They benefit from a relaxed, good quality learning environment which helps to enhance their progress and sustain their interest. The childminder knows the children well and she is fully aware of their individual interests and play preferences. She ensures children's thinking skills are encouraged, by asking questions, and this helps them make links in their learning.

Children's personal, social and emotional development is fostered well. Children behave very well responding to the calm, patient childminder and peaceful atmosphere within the home. They are encouraged to develop independence skills, and they make decisions about what they would like to do. Children's communication skills are fostered very effectively and a good range of books are easily accessible. Children have regular opportunities to listen to stories, look at picture books and sing their favourite action songs. They practise their mark making skills, and love to paint, draw and write their own name. Children access a wide range of resources to enhance their creativity and imagination. They manipulate dough, enjoy sticking activities, role play and dressing up. Children are enthusiastic, motivated learners who display curiosity whilst playing. For example, they like to make up their own games and display vivid imaginations whilst playing with wooden blocks and play figures. Children are supported in developing their problem solving and numeracy skills through a broad range of contexts. They play counting and matching games, complete puzzles and begin to learn about simple calculation by sharing treats into equal groups with their peers. Children play with an extensive range of electronic toys and enjoy investigating how things work, for example, an electronic keyboard and interactive globe. The childminder makes very good use of outdoor areas and this gives children the opportunity to investigate the natural world. For example, they visit a farm, a butterfly house and a local park where they practise their climbing and balancing skills. Overall, children have good opportunities to develop skills to support their future learning.

Caring and nurturing relationships and well-organised routines help children to become secure and confident in the setting. Children have good opportunities to be active, and rest and sleep according to their individual needs. A strong

emphasis is placed on building good relationships, social skills and good manners. Children's awareness of keeping themselves safe is developing very well. They practise the emergency evacuation procedures and are encouraged to discover and explore the outdoor environment in a fun, but safe way. Children adopt good personal hygiene routines and wash their hands at appropriate times during the day. Healthy eating is promoted effectively and children are provided with a range of healthy meals and snacks to meet their needs. Drinks are readily available and this helps children remain hydrated throughout the day.

## 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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