

## Inspection report for early years provision

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| <b>Unique reference number</b> | 400630                    |
| <b>Inspection date</b>         | 14/09/2009                |
| <b>Inspector</b>               | Elizabeth Patricia Edmond |
| <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 cares for children in the family home, which she shares with her husband and two children aged 11 and 14 years old. They live in a detached bungalow situated in a cul-de-sac in a village near Scarborough. All childminding facilities are easily accessible being at ground level. There is a rear enclosed garden and access to a secure front garden for outside play. The family has a dog which have their own area. There are links with the local primary school and pre-school groups which are within easy walking distance. A car is also available for childminding purposes. The childminder has an early years qualification and is a member of the National Childminder Association.

The childminder has been registered since 2001, and may care for up to six children under eight. She is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. At the time of the inspection there were six younger children on roll and one older child.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder works exceptionally well with parents and others, to make sure that children's individual needs are very well supported. The childminder is highly motivated in her work with the children, and is beginning to use self evaluation effectively to continually evaluate the quality of her work and outcomes for children. Her long experience in childcare, and excellent knowledge of child development is a key factor in the success of the setting, and enables her to make and implement highly relevant areas for improvement and promote children's very good development. She is now beginning to monitor and record children's development using the Early Years Foundation Stage. The childminder has developed a highly effective approach to helping children to learn about keeping themselves safe and healthy; she is vigilant in promoting their welfare. There is a highly inclusive learning environment where children are respected as individuals, and learn a great deal of respect for others.

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

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

- continue to develop the system for monitoring children's learning and development; make sure that all six areas of learning are given similarly a consistent focus when planning for their continued learning and development.

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

Clearly defined safeguarding procedures, a rolling programme of related training and carefully filed documentation ensures that children's welfare is promoted and their wellbeing safeguarded. Records, such as those of accidents, attendance and risk assessments are vigilantly kept up to date and signed by parents where appropriate. The childminder uses Ofsted's self evaluation form, comments from parents and suggestions from the local authority's childminding advisor to effectively secure continual improvements in outcomes for children. She continues to attend a good range of training courses to complement her qualifications and experience, and she establishes highly effective links with others to continually driving improvements.

A high level of communication with parents, and other agencies, both written and verbal, means that children's individual needs are fully promoted. There is an effective two-way flow of information between the childminder and parents, both at the outset of care arrangements and as children grow and develop. This ensures that children are valued as individuals and are therefore settled and make good progress. Parents develop warm trusting relationships with the childminder. They say that they are thrilled to have such a capable childminder and are pleased with their children's excellent progress since attending. They find that the childminder's excellent links with local schools and other early year's groups promote a high level of support for children at times of transitions. Indeed, the childminder makes a focused effort to link with the village pre-school, the local primary school and facilities out of the village, such as the nearest children's centre, a few miles away. This provides children with an wonderfully stable environment as they move between the different elements of their lives, and provides the childminder with important opportunities for training and support.

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

Children are exceptionally happy and content in the wonderfully warm, caring environment where they know that they are truly respected and valued as individuals. They enjoy seeing the photos of themselves and their friends, past and present, on the playroom walls; they know they are greatly welcomed in the childminding 'family.' They show genuine respect and great care towards each other, and society in general, in their play. Their excellent behaviour and pleasant manners are effectively promoted through the childminder's highly professional approach to managing their self esteem and confidence. This is further enhanced by the childminder's calm, pleasant manner. Settling in processes and ongoing emotional support, means that children develop highly trusting relationships with the childminder and her family. They point joyfully to photos of themselves playing with her older children and they refer happily to the childminder's mother, her registered assistant, as 'grandma'; they talk happily about gathering fruit and vegetables from 'grandma's garden.' Parents also comment that the effective use of the childminding assistant contributes to the pleasant, family orientated

atmosphere.

The childminder's qualifications, ongoing training and experience means that she has a clear understanding of child development, and how to promote children's very good development in all areas of learning. The regular observations of children show an intuitive insight into children's enjoyment and engagement with the broad range of activities and outings. They also identify aspects of children's development and highly relevant plans for their continued development. Whilst the monitoring system is developing well, it is not yet being used fully as a periodical checking system to provide a similarly focused approach in all areas of learning equally. Children become increasingly confident in the well planned, stimulating learning environment. They choose freely from invitingly presented, good quality resources in the playroom and the well resourced garden area. Children's ability to flow freely indoors and out, for much of the year, enables them to find something that interests their individual tastes whilst maintaining a high level of safety. They confidently extend their role play game out into the garden as they take their dolls for a walk. Then, drawn in by the inviting water play resources, they begin to investigate how water behaves, as they pour it down the guttering pipes or 'paint' pictures and numbers on the step and walls. They concentrate exceptionally well, for some time, and play very cooperatively together. They become highly motivated and learn to make very good choices in their play and learning and develop increasingly impressive independent skills. Children's learning is further enhanced by the childminder's skill in interacting with them as they play. She encourages them to think and talk about the puzzles they are putting together, or to write their names with the water and brushes. She reminds them of their newer vocabulary to talk about how the water is evaporating compared with the warm sunshine of last week. Children develop excellent language skills, and love the visits to the nearest library or the mobile library that visits the village.

Children learn a great deal about how to keep themselves and the others safe, and enjoy a healthy lifestyle. Due to a highly sensible approach to risk assessment, children develop an exceptional understanding of the wider world around them, and how to keep themselves safe within it. They benefit enormously from regular visits to a local farm, nearby woodland or facilities in town. Risks to children when using the childminder's car are carefully assessed and minimised, additionally children learn to enjoy using public transport whenever possible. Children also know why some play equipment is stored on higher shelves, so that babies cannot reach the smaller pieces. They enjoy their healthy, freshly cooked meals and snacks and have fun helping to prepare their own food. Children know that their ample portions of fresh fruit and vegetables, some of which are grown in 'grandma's garden,' are very good for them. Their great enjoyment of being active outdoors promotes their very healthy appetites. For example, having had great fun on the trampoline in the garden, they let the childminder know that they are ready for their lunch and then eat it all up. Very well nourished and effectively hydrated, children concentrate exceptionally well and are joyously good humoured.

## 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>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources                                           | 1 |
| 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                                                                    | 1 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

### 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                           | 1 |
| The extent to which children adopt healthy lifestyles            | 1 |
| 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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