

## Inspection report for early years provision

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| <b>Unique reference number</b> | 503505        |
| <b>Inspection date</b>         | 15/02/2011    |
| <b>Inspector</b>               | Patricia Webb |
| <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 2001. She lives in Wisewood in Sheffield with her partner, one adult child and two teenage children. The whole of the ground floor is used for childminding including toilet facilities. There is a fully enclosed rear garden for outdoor play, laid out over three levels.

The childminder is registered to care for six children under eight years, of whom no more than three may be in the early years age range. She is registered to care for two children under 12 months. There are currently eight children on roll, two of whom are in the early years age group. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the national Childminding Association and holds a level 3 qualification in early years childcare and education. She is a member of the local childminding network and is working towards accreditation for delivering funded nursery education.

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

Overall the quality of the provision is good.

The childminder provides an inclusive environment where each child is valued and supported in developing good levels of self-esteem and gaining a sound sense of belonging. They develop positive attitudes towards their learning and make good progress across all areas of their welfare and learning given their varying ages and stages of development. The childminder offers a balanced range of adult-led and child-initiated activities for children, working closely with parents to ensure all children's specific needs are identified and met. Self-evaluation is effective in identifying areas for further development and in making ongoing improvements to the children's welfare, learning and development opportunities.

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

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

- seek further guidance from a health professional, when applicable, for administering specialised/invasive therapies.

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

The childminder takes her roles and responsibilities very seriously. She is very clear with regard to safeguarding children and shares her detailed policies and procedures with parents. She has ensured that all adults in the household have undergone relevant checking procedures informing Ofsted of significant changes

where applicable. Further attention is given to children's safety as the childminder conducts highly effective risk assessments both on and off the premises. She also seeks further risk assessment information directly from venues and settings such as a local farm, so that further safety arrangements can be considered. The childminder holds a current first aid certificate and manages minor injuries and accidents with care and attention. She has not sought to obtain specific training from a health professional with regard to some specialised technical administration of medication. This has the potential to hinder how swiftly such attention might be given to a child if and when required.

The childminder has engaged effectively in the self-evaluation process to assess the impact of her practice on the progress children make and their enjoyment of being in her care. Her assessment is honest and reflective, bringing about improvement in a systematic way. For instance, she selects training courses and workshops carefully ensuring that they will be beneficial in enabling her to adapt and extend the provision for the children. Partnerships with parents are strong and mutually respectful thereby ensuring an effective exchange of relevant information takes place. They express their satisfaction with the childminder's provision through questionnaires she has begun to issue. Comments include 'our children look forward to their days at [the childminder's]' and 'we do not have to worry that our children are well cared for and are safe'. The childminder also works closely with other providers at settings children attend. She ensures that activities and topics are presented in a way that complements the work children are doing elsewhere in order to promote consistency and ease their transition.

Children gain a practical insight into the diversity of their world. The childminder plans visits to local venues and uses local amenities to raise children's awareness of differences in society. This promotes inclusive practice and enables all children to feel valued and respect and to show similar attitudes to others. Children freely access a wide range of resources that reflect positive images of diversity. These are presented effectively among the range of toys, games and equipment, encouraging children to make choices about their activity and develop independence.

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

Children are acknowledged as very important people in the care of this calm and quietly spoken childminder. She enjoys the role she plays in their lives and in enabling them to develop skills for the future. Using the Early Years Foundation Stage framework effectively, their progress is observed, assessed and summarised to plot attainment and identify any gaps in their learning and development. This in turn is used to assist in planning individual programmes to target children's achievements. Children enjoy looking back at their attractive records of progress, recognising themselves and other minded children in the informative photographs and recalling past activities.

The childminder is skilled in promoting language skills and building on effective communication with babies and young toddlers. She paraphrases children's

comments to promote correct pronunciation without emphasising their developing speech patterns, ensuring that children's self-esteem is not hindered. They enjoy settling down with the childminder to have favourite stories and join in with familiar phrases. Role play is a favourite activity and the home is presented to enable children to move around with ease as they extend their play. Their learning across all areas is understood as the childminder notes how a game of 'shopping' targets imagination, recognition of numbers and the use of money.

Children engage in activities that are prepared to extend their understanding of the wider world. They consider the life cycles of animals and insects, visiting a nearby farm and a butterfly farm. They gain an understanding of the past as they engage actively in exhibitions at a railway museum and a royal armoury. They have recently celebrated Chinese New Year, visiting a restaurant and trying different foods. Further thought is given to encouraging children to consider the needs of others. They participate in activities such as bowling, understanding the need to wait for a turn and share in others' achievements. The childminder has engaged the children in setting some of the boundaries with regard to behaviour. The simple and easily achievable expectations are based on the behaviour that is desired and the childminder is skilled in positively managing certain aspects of behaviour that may be linked to their age, developmental stage and possible frustration.

Children's health and well-being are effectively promoted. Good procedures are in place regarding children's personal hygiene routines to reduce the risk of cross contamination. Children also gain an understanding of why hand washing is important and a child tells a visitor about brushing teeth after meals. Children's health is further enhanced as they access the garden eagerly and extend their skills and confidence on large play equipment at nearby parks. Children are also encouraged to care for their environment as they help with recycling activities. The childminder uses discussions about not throwing litter and taking unwanted clothes to the centre to help children consider the needs of others in society. Children become aware of their own safety as they learn to cross roads with care and tidy away their toys when reminded about tripping. Whilst parents of current minded children provide packed lunches, the childminder takes care to ensure safe storage reduces the risks of spoilage. Children have participated in a healthy eating workshop with the childminder at a nearby centre to gain an understanding of foods that help them grow strong bones and teeth.

## 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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