

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY331374        |
| <b>Inspection date</b>         | 11/11/2009      |
| <b>Inspector</b>               | Sally Ann Smith |
| <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 2006. She lives with her husband and children aged eight and 11 years in Coalville, Leicestershire. All areas of the ground floor are used for childminding and there is a fully enclosed garden available for outside play.

The family has a dog, although the dog is not present during childminding hours.

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 the compulsory and voluntary parts of the Childcare Register. The childminder currently has four children under five years on roll, and five children over five years who attend on a part time basis.

She drives and walks to local schools to take and collect children and attends local community groups.

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

Overall the quality of the provision is good.

The childminder demonstrates a sound knowledge of the Early Years Foundation Stage (EYFS) and supports children's learning and development well. Children are busy and industrious as they learn through play in a fully inclusive environment. Children's welfare is promoted well and the childminder has good partnerships with parents and carers to ensure continuity of care and learning. The childminder continually strives for improvement through a rigorous self-evaluation process in order to enhance all aspects of her childminding service.

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

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

- develop further the systems for parents to contribute to their child's learning and offering support for extending learning in the home.

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

The childminder has clear policies and procedures in place to ensure that children are protected from harm. The childminder knows and understands her role with regards to safeguarding issues and the steps to take should she have any concerns. Checks are undertaken to ensure that all adults in the household are suitable to have access to children. Attendance records are accurately maintained, recording children's arrival and departure times, and relevant safety measures are in place to minimise any hazards. For example, safety gates are in place to prevent

children gaining access to the first floor of the house. Risk assessments are effective in ensuring that children are safe at all times.

The childminder is committed to ongoing improvement and has clear priorities in place to improve outcomes for all children. The childminder regularly liaises with other childminders to share information and discuss effective practice. In addition, she accesses information via the internet to further develop her knowledge and understanding of good practice. She is keen to attend any training to ensure that the EYFS requirements are fully embedded in all aspects of the care and learning she provides for children.

The childminder endeavours to provide a service that is inclusive to all children and recognises the importance of establishing positive relationships with parents. She values parental contributions and those of the children and regularly discusses specific individual requirements, likes and preferences so that the routine, activities and available resources can take account of these.

Parents receive detailed information about the early years provision such as the planning and a comprehensive range of policies and procedures. Steps are being implemented to obtain useful information from parents at the start of the childminding arrangements to ensure children's individual needs are met through the use of 'All about me' forms. Parents have access to the children's learning journals which record observations undertaken by the childminder and the progress children make. Systems are in place to obtain some feed back and comments from parents, although the childminder wishes to improve this further by sending the journals home. On occasions, the childminder makes suggestions as to how parents can support children's learning to help children consolidate their knowledge and understanding and fully promote their all round development. The childminder recognises that this is an area for further development.

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

Children are very settled and content in their environment and are thoroughly absorbed in their play. They are able to freely access resources so that they can initiate activities independently. The childminder provides a broad range of experiences around the six areas of learning, which helps children make good progress towards the early learning goals. She organises her day around the needs of the children, taking into account their individual care routines and preferences. Much of her time is spent interacting very positively with the children, listening to what they say and engaging them in conversation. She asks open-ended questions as the children play, encouraging them to think about what they are doing. She gets down to their level, sitting or lying on the floor whilst sharing a book or playing with the trains. The childminder takes positive measures to ensure resources are sustainable by regularly supplementing them with items from the toy library and making good use of recyclable materials. Children relate well to the childminder, seeking her support when necessary, for example, to sort out the rudiments of a game.

Children thoroughly enjoy looking at books and listening to stories. Good use is

made of props and resources to involve and engage children. For example, children recognise and count the various foods that the hungry caterpillar eats and attach these to the display board. They learn how to handle and respect books by turning the pages correctly and showing an interest in the illustrations. They develop an awareness of the structure of stories such as the beginning and the end. Some children confidently 'read' their favourite stories to the other children, recalling key phrases and words such as 'It's frightfully nice of you owl', using great intonation in the process.

Children take regular walks to explore the natural environment, noticing and observing the seasonal changes such as the leaves changing colour in autumn or the drop in temperature. Children discuss the clothes they wear when the weather is warm or cold. This theme is continued in children's creative development as they learn about warm and cold colours. Children know and recognise many colours but also enjoy experimenting with paint to mix colours together. They know that yellow and blue makes green. Children participate in a range of physical activity both indoors and outdoors, perfecting their hopping, jumping and balancing skills. They also learn the positive effects that exercise has on their bodies. Children have regular opportunities to express their imagination through a varied range of role play resources and small world toys.

Children's health is supported well through firmly established hygiene routines to prevent the spread of infection. Healthy eating is promoted and children benefit from a good range of nutritious meals, snacks and drinks. Children are encouraged to help prepare their own meals, which in turn generates lots of discussion. Children learn how to keep themselves safe and demonstrate what they know, for example, saying that they must not run whilst inside. They understand why they wear high visibility vests whilst out and about. All children are valued and the childminder helps build their confidence and self-esteem through praise and encouragement. They are aware of boundaries and as a result, their behaviour is good. Children develop an understanding of the wider world through discussion, observation and the various books and resources available.

## 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                                           | 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 |
|------------------------------------------------------------------|---|

### 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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