

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY362274     |
| <b>Inspection date</b>         | 27/09/2011   |
| <b>Inspector</b>               | Rachel Wyatt |
| <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 registered in 2007. She lives with her husband and two children aged 15 and four years, on the outskirts of Worcester. The whole of the ground floor and a first floor bedroom of the childminder's home are used for childminding. There are local shops, schools and pre-schools within walking distance.

The childminder is registered on the Early Years Register to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding six children in this age group. The childminder also offers care to children aged over five to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder supports children with English as an additional language

The childminder is able to take children to and collect them from a local school and pre-school. She attends several toddler groups on a regular basis and is an active member of a local childminding group. The childminder is a member of the National Childminding Association and has a National Vocational Qualification Level 3 in childcare, learning and development.

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

Overall the quality of the provision is good.

Children thrive and make good progress in the welcoming and stimulating environment created by the childminder. She recognises the uniqueness of each child and works well with parents and others to ensure every child's care and learning needs, including their interests, are successfully met. Overall, apart from minor omissions relating to risk assessments, the childminder has thorough systems to ensure children are kept safe, their health is promoted and they are fully safeguarded. Her effective monitoring, evaluation and planning for improvement ensure the ongoing development of her childminding and promote good outcomes for children. In particular, the childminder has prioritised developing her knowledge and expertise, which has helped her sustain improvements and enhanced children's care, learning and development.

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

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

- improve the recording of reviews for risk assessments.

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

Children are fully safeguarded. The childminder has attended recent, comprehensive safeguarding training and has clear safeguarding policies and guidance, which she understands and follows. As a result, she knows how to take prompt, appropriate action if she has any concerns about a child's welfare or if an allegation of abuse is made against her or anyone else in the household. The childminder makes sure parents fully understand her safeguarding role as part of the information she shares with them when their child starts. The childminder gives children's welfare priority as part of her exchanges of information with parents and other providers, including discussing and recording any injuries children sustain elsewhere. Children's welfare is further supported as the childminder obtains all required agreements and information about children and their families before each child starts. She ensures that parents know how her and her husband's suitability has been checked and tells them about her training and expertise.

The childminder is well organised. Sessions are rewarding and fun and children's individual routines and their specific health and care needs are capably managed. She sensitively works with parents and others to support children's specific care needs and to implement additional strategies to aid their progress, for instance, in speech and language. Children feel valued and included because the childminder knows them well. She consistently encourages their choices, and reflects their interests, characteristics and backgrounds in her provision. She successfully helps less confident children to settle and works well with other childminder colleagues, providers and the school to ensure smooth transitions and continuity for children who attend more than one setting.

The outcomes for all children are consistently improved because the childminder has a clear vision for the development of her childminding. She has addressed previous recommendations and acted on feedback from her early years advisor to improve safety procedures and embed self-evaluation. The childminder confidently encourages and follows up parents' and children's views to help her shape the range of resources and types of activities she provides. In particular, she has focused on her development, including gaining a level 3 qualification and regularly attending training and good practice sessions. These and positive links with other childminders have helped the childminder develop her confidence and ideas and to implement thorough policies and procedures. Underpinning her effective provision for children are her positive relationships with their parents and carers. They clearly value the childminder and what she offers them and their children. From the outset, she ensures parents fully understand how she operates and encourages regular discussions about their children's health, routines, activities and achievements. She is receptive to parents' suggestions about activities for their children, including agreeing which aspects of their child's care and/or learning to focus on next.

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

Children really enjoy learning. The childminder is welcoming, encouraging and supports them so they remain involved and interested. Effective assessment procedures enable her to monitor and track each child's progress and to regularly discuss and review their next steps and interests with parents. The childminder confidently reflects children's learning and development needs in the rewarding activities she plans and provides at her home. She further extends their experiences and skills through regular outdoor play and by taking them to fun local toddler activities.

Children develop good skills for the future. They are eager to learn and concentrate well, responding to the childminder's encouragement. From an early age, children confidently make choices about what they are going to play with, helping themselves to inviting resources kept in low-level storage. They also appreciate being able to play with their favourite toys, such as small world vehicles, trains and figures. Children behave well, playing harmoniously with others and also confidently playing alone. They learn to appreciate each other's differing backgrounds and characteristics, and the childminder gives them worthwhile opportunities to find out about the wider world through activities and a good selection of toys and books reflecting positive images of diversity. Children also enjoy taking part in various local activities where they meet and play with other children and find out more about their own community.

Children become articulate speakers as the childminder interacts well with them, encouraging their responses and developing their speech, language, vocabulary, and attentive listening. Children recognise and use letter sounds and enjoy songs, rhymes and stories. Children's understanding of number, colour, shapes and sizes, and simple problem solving are effectively fostered during play. For instance, while playing with cars, the train set and dough a young child and the childminder count and identify different shapes and colours. Children relish being outside where they garden, growing some impressive sunflowers and vegetables, such as carrots. Children are imaginative, expressing their ideas through music, their artwork, playing with puppets, dressing up and role play.

Children's welfare is promoted well. The childminder ensures she clearly understands each child's care, health, dietary and cultural needs and is proactive about accessing additional information and training to ensure she fully meets these. Comprehensive agreements are obtained from parents relating to their children's care, and the childminder ensures each child has prompt appropriate treatment if they have an accident, become unwell or need medication. The childminder's effective record keeping and regular discussions with parents ensure they are fully informed about any matters relating to their child's well-being. Children also develop a sound awareness of the importance of leading a healthy lifestyle. From an early age they follow good hygiene practices, including washing their hands properly. The childminder and parents work together to ensure children are well nourished and make healthy choices about what to eat and drink. Children have regular outdoor play and exercise. They competently climb, balance

and use wheeled toys, enjoying a range of physical apparatus at the childminder's home and at other venues, such as nearby parks. Children clearly feel emotionally safe with the childminder and have positive, affectionate relationships with her. She sensitively fosters their confidence and provides opportunities to express their feelings. They are well supervised and taught how to behave in ways that are safe for themselves and others. This includes the correct use of toys and apparatus, learning about road safety, and taking part in regular evacuation drills when the childminder gives each child a special fire safety certificate. The childminder has thorough safety processes so her home, garden, toys and equipment are regularly checked and all areas are clean, safe and secure. However, although the childminder's initial risk assessment is comprehensive, she has not made it clear how this has been reviewed at least once a year.

## 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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