

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY402908        |
| <b>Inspection date</b>         | 20/07/2010      |
| <b>Inspector</b>               | Justine Ellaway |
| <b>Type of setting</b>         | Childminder     |

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the childminding

The childminder was registered in 2010. She lives with her parents and child aged one year in Derby. The whole ground floor of the childminder's house is used for childminding. The family has a dog and pet fish.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children at any one time. There is currently one child on roll who is within the early years age range. The childminder attends local toddler groups on a regular basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children develop warm and comfortable relationships with the childminder. They make satisfactory progress in their development, as the childminder makes some use of observations to identify next steps and provides a satisfactory range of resources. Information about children's individual care needs are gathered to ensure their inclusion. The childminder has established suitable partnerships with parents. She has evaluated her practice and identified relevant areas for improvement. Most of the required documentation has been fully developed and is available for inspection.

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

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

- provide evidence that a training course approved by the local authority has been completed (Suitable people) (also applies to both parts of the Childcare Register).
- 10/08/2010

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well-being
- develop further systems that provide a summary of children's achievements to ensure their progression
- review the indoor environment so that it contains resources which are appropriate and accessible for all children.

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

The childminder has a suitable knowledge of child protection issues to ensure that children are safeguarded. She has a satisfactory understanding of safety issues to minimise risks and hazards within the home. Risk assessments are in place for the premises, although they do not include everything that a child comes into contact with. Separate risk assessments are in place for any outings to ensure children's safety when they are out and about. All household members are known to Ofsted to enable appropriate checks to be undertaken.

The childminder has evaluated her practice and identified some relevant areas for improvement. She is honest in her reflection and demonstrates a commitment to improve, for example, she is intending to expand the range of resources. The childminder takes into account parents' views and makes changes as necessary. For example, she adapted the information she shares with parents about children's learning and development to ensure this is easy to read.

All of the required information is gathered from parents. The childminder gathers information on children's individual routines to ensure their needs are met. The childminder confirms she has attended the mandatory training course, however, she was unable to provide evidence of this during the inspection.

The childminder keeps her numbers of minded children low to ensure she can provide interaction when it is needed. The organisation of resources is satisfactory in meeting the needs of children. A small range is available during free play and to support children's understanding of the wider world. The childminder organises resources to promote specific areas of learning, however, on occasion, these are not fully effective in supporting the learning intention.

Effective relationships have been established with parents to ensure information is shared that promotes consistency of care. Parents are able to see their child's record of progress whenever they wish. The childminder is aware of the requirement to develop a relationship with other settings that children attend.

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

Children are supported to feel comfortable and settled within the environment. They develop a warm and friendly relationship with the childminder. They sit on her knee while playing or bring toys over to her. She uses suitable methods to support children's learning, engaging them by playing with the toys. She models how to do something and younger children attempt to copy this.

A satisfactory range of activities is provided. The childminder provides daily outdoor play at local parks as she is not currently registered to use her garden. In addition, large play equipment is brought indoors such as a tunnel and ball pit. Children are encouraged to crawl through the tunnel developing their large muscle

skills.

Adult-led activities such as baking are provided along with free play with the toys and resources. Children are encouraged to be independent and move around the ground floor of the house. Younger children are encouraged to stand and walk and to select toys. They develop their small muscle skills as they hold the toys and explore them. Children's language skills are promoted as the childminder talks to them during play encouraging them to repeat simple words. She also sings songs, which children enjoy listening to. Younger children are encouraged to attempt simple jigsaw puzzles and given support to complete them.

The childminder extends children's interests. For example, she supplied a range of mirrors for children to explore when they showed curiosity in the mirror in a story. The childminder observes what children can do and keeps a record which she shares with parents. The information recorded is relevant and appropriate. She has begun to analyse this information to identify children's next steps in their learning, although this system is not fully developed to ensure that all areas of learning are given equal importance.

Children's good health and well-being is suitably promoted. Drinks are available at all times which children help themselves to, to ensure they are hydrated and snacks are healthy. Children learn about safety through simple instructions and routines, such as stepping down a high step backwards to ensure they do not fall over. Positive interaction to praise appropriate behaviour and simple explanations help children to learn about right and wrong.

## 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> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### 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>                          | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources                                           | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding                                                                    | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships                                                                    | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 3 |

### 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 | 3 |
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### Outcomes for children in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 3 |
| The extent to which children adopt healthy lifestyles            | 3 |
| The extent to which children make a positive contribution        | 3 |
| The extent to which children develop skills for the future       | 3 |

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Qualifications and training). 10/08/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Qualifications and training). 10/08/2010