

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY409025       |
| <b>Inspection date</b>         | 18/11/2010     |
| <b>Inspector</b>               | Mary Henderson |
| <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.

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 partner in a house in Shrewsbury. All areas of the house are used for childminding purposes and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time. There are currently three children on roll within the early years age range. The childminder collects children from the local school and attends toddler groups on a regular basis. She provides support for children with special educational needs and/or disabilities.

The childminder is a member of the National Childminding Association. She receives support from the local authority and she holds a Level 3 childcare qualification.

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

Overall the quality of the provision is good.

The childminder develops strong relationships with the children and their parents which promotes consistency with regard to their care and learning. The childminder also liaises with other providers of the Early Years Foundation Stage, thereby promoting inclusion for all children on roll. The systems of self-evaluation are good and include input from the children and their parents. The capacity to make further improvement is strong. The childminder supervises the children well to secure their safety, although, there are some weaknesses in the written risk assessments.

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

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

- review the risk assessment to include hygiene, and minimising the risk of cross-infection with regard to hand washing procedures
- review the risk assessment to ensure that it covers anything with which a child may come into contact with to further secure their children's welfare.

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

Leadership and management of the provision is good. Positive relationships between the childminder, parents and other providers of the Early Years Foundation Stage are fostered well to promote inclusion. The childminder makes good use of all available space to ensure children can easily access the broad range of resources. This and comprehensive observations and planning ensures

the childminder can support all children to help them progress well across all areas of their learning and development.

The childminder has a good understanding of how to support children with special educational needs and/or disabilities. The self-evaluation systems in place include input from the children and their parents through ongoing discussions and questionnaires.

Risk assessments are undertaken and include all outdoor areas, most indoor areas and all outings; however the mirror on the upstairs wardrobe has not been included. Also the risks of cross-infection with regard to children's hand washing procedures are not always fully covered within the risk assessment. Children are safeguarded as the childminder has a good understanding of the policies and procedures to be followed. All adults are suitably checked and vetted.

Engagement with parents is good. There is verbal and written two-way exchange of information to ensure each child's needs are fully identified and met. Parents have free access to the policies of the setting and their child's learning and development files at all times.

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

Children's skills for the future are fostered as they explore technology using the small table top computers and the laptop. Their problem solving skills are extended as they explore various computer programmes that encourage them to look at numbers, calculation and shapes. Their problem solving skills are further developed as they build using construction toys and put together train tracks with one another. During planned activities and child-initiated play times children use paints and crayons to make marks and create their own pictures. Children's sense of belonging is fostered well as their art work is displayed for them in their play areas. The children are independent and make choices about what they want to do. They freely access a broad range of resources in their play areas.

Children are beginning to find out about their environment, identifying features and noticing the natural world. They enjoy visiting places of interest, such as, the local library and shops. They also like to visit a local small holding where they look at and talk about the various animals they see there. Children like to walk through the shallow stream under close supervision of the childminder. On outings to the local park the children enjoy using the large equipment, such as, the slides and climbing frames.

The children find out about how to stay safe while on outings as they learn to cross the road safely under close supervision of the childminder. They further their understanding of personal safety as they practise the fire evacuation procedures. Children show they feel safe and secure in their environment as they interact positively with one another and the childminder, seeking comfort and assistance when they want it. The children learn about a healthy lifestyle as they chat about healthy food during meals and the benefits of physical activity on their body. The

childminder provides a good range of healthy meals which includes meat, fish, vegetables and a range of fruit for snack times.

The children like to be involved in a range of creative activities such as finger painting, rolling and cutting the dough and playing with dolls and small world people.

Children are beginning to understand that people have different needs, views, cultures and beliefs. They find out about their local environment and play with a broad range of resources that reflects positive images of diversity including positive images of disabled people.

## 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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