

## Inspection report for early years provision

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<b>Unique reference number</b>	EY360259
<b>Inspection date</b>	04/10/2011
<b>Inspector</b>	Janice Hughes

<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 2007. She lives with her husband and two daughters aged three and five years and four-month-old son in Derby. The whole ground floor of the childminder's house is used for childminding purposes, with the upstairs toilet and first floor bedrooms also being used. 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 three children at any one time and is currently minding two children, both of whom attend on a part-time basis and both of whom are in the early years age range.

The childminder has been awarded Early Years Professional Status and is a member of the National Childminding Association. She also takes children to the local park and attends various local pre-school activity groups.

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

Overall the quality of the provision is outstanding.

Children benefit from the childminder's superb knowledge of their individual needs. She offers children an inspiring welcoming home environment in which they feel safe and secure. Children receive individual attention and the childminder recognises their unique abilities and stages of development. Each child's needs are exceptionally well met through highly effective partnerships between the childminder, their parents and other providers. She is self-motivated and demonstrates an excellent attitude to making improvements to further improve outcomes for children in all areas, such as developing her written risk assessment records.

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

To further improve the high quality early years provision the registered person should consider:

- developing the existing risk assessment to include anything with which a child may come into contact.

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

The childminder has an excellent understanding of her role in safeguarding children in her care. She regularly updates her knowledge with regard to safeguarding children through training and this ensures she understands current legislation. Children's safety is given high priority. She ensures comprehensive detailed and effective risk assessments are in place for both indoors and outdoors.

However she has identified an improvement to the risk assessment and is in the process of including children's activities into her comprehensive document, such as water and constructive play in order to keep the children safe while they are playing in her care. In case of emergency children are aware of the evacuation procedure. This is practised with them regularly. As a consequence, children learn about keeping themselves safe.

High levels of organisation ensure children have positive experiences in a secure environment. The childminder's practice is highly inclusive and areas used in the home are extremely well organised. She demonstrates an outstanding awareness of equality and diversity. Resources are accessible and available for all children to experience and include a rich and varied range, including positive images of diversity and disability. The childminder demonstrates an exceptionally positive attitude towards inclusion and has systems in place to support children with special educational needs and/or disabilities. She liaises closely with parents and is happy to follow any specific advice or plans suggested by other professionals.

The childminder is extremely proactive in enhancing her knowledge regarding children's learning and development. She has attended courses, including 'Planning and Assessment' and 'Letters and Sounds', and has also gained her 'Early Years Professional Status'. She has an excellent understanding of the Early Years Foundation Stage and has completed her self-assessment comprehensively and effectively. This has helped her to develop her strengths and identify any areas for improvement. She has extremely effective written policies and procedures in place, for example, the safe collection of children, lost children and safety in general. She works closely with a number of local childminders in order to provide children with a greater range of activities and enables her to share good practice with other like-minded professionals.

Partnerships with parents are extremely strong as the childminder values their contributions and keeps them significantly well informed about all aspects of their child's development and achievements. During introductory visits, the childminder uses both discussion with parents and observations to help her assess a child's 'starting points'. She shares information with parents on a daily basis, verbally and in children's daily diaries, as well as sending them text messages, emails and newsletters. Children's development folders are shared with parents and these include children's work, photographs and observations. She has recently set up a website that is interactive, with parents being able to access their children's photographs and any work they may produce. The website also allows parents to share comments about their children, to ensure safety the childminder has incorporated a password control system. Vibrant links are in place, with services and providers used by the minded children. The childminder works closely with the local playgroup staff to ensure she is aware of topics being followed to provide continuity for the children she minds. She also has strong links with the local primary school and has recently provided excellent transition booklets to ease the children's starting at school. The childminder has the role of the playgroup's 'Special Educational Needs Coordinator and mentors new childminders starting up in the childminding business.

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

The childminder has impressive systems in place to ensure all children make excellent progress towards the early learning goals. She has rigorous detailed observation and assessment procedures which are linked to the Early Years Foundation Stage. These are used very effectively to record and monitor children's development and to identify their next steps of learning. She plans and adapts activities according to children's individual needs and to ensure each child has the opportunity to reach their full potential. Comprehensive written plans are in place which are flexible in order to allow the childminder the opportunity to respond to children's interests. This ensures each child is happy and engaged in their learning and play. Independence is promoted as children are encouraged to make their own choices from the extensive range of toys and resources available. There is also an outstanding balance between adult-led and child-initiated activities. Children choose the activities for the day from picture cards, and place them on the day board. The childminder plans activities to go with their choices and to include children's next steps. For example, the children make butterfly paintings of symmetrical butterflies as their chosen art and craft activity, while the childminder discusses the patterns, shapes and colours on their pictures to develop mathematical skills.

Children make excellent progress in their social skills, building their confidence as they have regular opportunities to attend local play and stay session, playgroup and messy play sessions. They participate in outdoor activities on a daily basis, including visits to the local park, as well as physical activities, such as soft play and dancing. Excellent resources are provided to help children learn about the wider world, including books, posters, dressing-up clothes and small world characters. Children have the opportunity to celebrate a wide variety of cultural and religious festivals and events. These include making dragons to celebrate Chinese New Year. Good health and well-being are promoted extremely well. Children have great opportunities to learn about healthy eating and are provided with healthy and nutritious snacks, as well as having the opportunity to help the childminder grow vegetables in the garden. Children have very good knowledge of safety while in the childminder's home and whilst out and about with her. The childminder provides opportunities for the children to learn about keeping safe. For example, she talks to them about road safety and strangers as they walk to school and also how to use knives safely as they cut their own strawberries, apples and pears for snack.

Children are very well behaved. They have very good manners and respond positively to the childminder's boundaries. She knows the minded children extremely well and ensures methods used for behaviour management are appropriate to each child's age and understanding. Children are happy to help with tidying up and through the positive role modelling provided by the childminder, they also learn to take turns and share very well. They respond enthusiastically to the praise and encouragement they are given throughout the day.

The childminder is highly successful in enabling children to develop skills that will

support them in the future. Children develop excellent early language to communicate with the childminder and each other and to solve problems as these arise in their play. They learn how to draw and make marks in a variety of ways and become absorbed in sharing books and stories. Children's awareness of numeracy is challenged by the childminder when she uses the numbers outside on the fence. She draws notice to numbers, patterns and shapes, and encourages children to count when using a delightful selection of number games. The childminder encourages children to use information and communication technology, including the computer, push-button toys, shopping tills and play telephones. The children's skills for the future are dynamically taught through wonderful adult-led activities. For example, the childminder develops an enjoyment in books and a purpose for mathematics as she reads using props.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

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

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