

## Inspection report for early years provision

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<b>Unique reference number</b>	EY379163
<b>Inspection date</b>	13/05/2009
<b>Inspector</b>	Rachel Edwards
<b>Type of setting</b>	Childminder

## 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

## **Description of the childminding**

The childminder has been registered since 2008. She lives with her four children aged one, five, six and eight years old. They live in a house in Corsham, Wiltshire. All of the house may be used for childminding. There is a fully enclosed garden available for outside play. The house is within walking distance of the local park. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for no more than three children under eight years, and one in the early years age range, at any one time. The childminder is not registered to provide overnight care. She currently has five children on roll, one of whom is in the early years age group. She is working towards an NVQ level 3 in childcare, learning and development.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. All children receive a warm welcome and a great deal of individual attention so that they feel comfortable and secure. Strong links are developed with parents and carers so that the childminder is aware of each child's individual needs and is able to accommodate these. Children enjoy varied and interesting days but the youngest are not always encouraged sufficiently to initiate their own play. The childminder continually reflects on her practice and seeks feedback from the parents and children to help her build on her already good standard of care.

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

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

- help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues, and to have positive views of diversity
- review the home environment to ensure it is interesting and accessible to every child so they are encouraged to play independently, as well as taking part in adult led activities

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

The childminder is very well organised and committed to providing high quality care and learning for all children. She has developed excellent links with parents and carers, who are kept well informed about the way she works and their children's day. They receive a daily feedback sheet and opportunities to talk at the beginning and end of the day. They also see the children's developmental records and this helps them continue with learning at home. An informative notice board and additional information keep parents up to date with child related issues. The childminder is working hard to develop links with other settings that children attend, so that all are approaching learning in a consistent way to help the

children.

The childminder gives children's safety the highest priority. She thoroughly assesses all environments children come into contact with, whether at home or on outings, seeks advice from specialists, such as the fire safety officer and takes steps to minimise all risks. She routinely teaches children how to keep themselves safe, for example, by taking part in fire drills or learning to use scissors safely. The childminder's secure knowledge of child protection procedures safeguards children's welfare.

The childminder is highly reflective and recognises her many strengths and identifies areas for development. She welcomes feedback from development workers, other childminders, such as through peer observations, and parents, for example, through regular questionnaires. She asks parents to get feedback from their children in their own homes so that she can get an accurate view of what the children think. The children are happy to comment because they know their suggestions are taken seriously. For example, a request for more junk modelling has led to a group expedition to the junk store to collect materials. The childminder has clear ambitions to help further raise standards, for example she is working towards gaining an NVQ level 3 in childcare, learning and development, which will help her develop her practice.

## **The quality and standards of the early years provision**

Children thoroughly enjoy the time they spend with the childminder. In the relaxed, homely setting, children receive excellent support from the childminder, helping them to make very good progress in their learning and development. They enjoy many practical activities, which the childminder skilfully directs to ensure that children develop the skills they will need for the future, in an effortless way through play. For example, whilst making cakes, they read the recipe, discuss how many cakes are left to ice, learning to subtract and count backwards; they cut a decoration into 12 pieces, one for each cake and learn about division and then spot the decoration has made a letter shape, which leads to a spontaneous few minutes of writing on the board and playing with letter sounds and word building. These activities give children a very firm base, on which to build more advanced mathematical and literacy skills. There is much lively conversation, chatting about what they are doing or looking forward to a birthday. The childminder speaks clearly, asking questions to make children think and introducing new vocabulary. Children are highly articulate and confident to express their ideas.

Whilst there is a wide range of high quality resources for children to play with, these are not stored where children can easily see what there is and choose for themselves. This means that children who are less confident to initiate their own play, are not given enough encouragement to do this. Children enjoy playing outside every day, either in the garden or making visits into the town, parks or to other's houses, this ensures there is a good balance of indoor and outdoor learning daily. Children behave extremely well and are encouraged to be sensitive to the needs of others, for example, by helping to feed the baby and to be a useful member of society, such as by helping to recycle the household waste. They are

becoming aware of other cultures, for example, as they celebrate aspects of the Chinese New Year but they are not routinely encouraged to appreciate the similarities and differences between themselves and others.

The childminder notes and records children's achievements and plans for children's next steps. However, these observations are not frequent enough and are too often made during adult led activities, to gain a truly accurate picture of children's interests and abilities.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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