

## Inspection report for early years provision

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<b>Unique reference number</b>	161061
<b>Inspection date</b>	12/11/2009
<b>Inspector</b>	Shirley Ann Jackson
<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 2001. Her childminding practice is known as Busy Kids. She lives with her husband and two children aged 16 and six years, in the Ferndale area of Swindon. Her home is within walking distance of shops, community facilities and parks. All areas of the property except the second floor are used for childminding. There is a fully enclosed garden available for outside play. The family have one cat, two rabbits and one guinea pig.

The childminder is registered to care for a maximum of five children under the age of eight years at any one time. She works with a maximum of two assistants when they may care for a total of nine children in the early years age range. There are currently nine children on roll aged from two months to four years. The childminder also cares for older children. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and is an accredited network childminder. The childminder has a National Vocational Qualification at level 3 in Childcare and Education.

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

Overall the quality of the provision is good.

The childminder recognises the uniqueness of each child and offers care and education which is tailored to them as individuals. They are offered a good range of activities and experiences which interest and stimulate them. This enables all children to make good progress in their learning and development. The childminder promotes most aspects of children's welfare with success, ensuring their safety and well-being. Partnerships with parents and carers are well-established and the childminder recognises them as central to their child's well-being. The childminder is aware of developing working relationships with other carers and this is developing. The childminder uses ongoing reflection of her practice to identify areas for development.

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

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

- ensure hand washing procedures help to prevent the spread of infection
- encourage parents to contribute meaningfully to the observation and assessment process.

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

The childminder has produced written policies and procedures which accurately reflect her daily practice. These are shared effectively with parents to ensure they are well informed about the setting. The childminder has completed risk assessments on her home, garden and for outings taken with the children. The childminder safeguards the children in her care with her secure knowledge of the indicators of abuse and neglect. She has attended training to ensure she is aware of the procedure to follow if she has any concerns about a child in her care. All adults living and working in her home have been checked to ensure they are suitable to be in contact with young children.

The childminder makes good use of the available space within her home. There is a dedicated playroom which has a wide range of well-presented, good quality resources. These are stored in low level, labelled units, enabling children to self-select resources and to tidy them away when they have finished. This helps to build children's sense of belonging as well as choice in their play. Children move freely from room to room depending on which activity they are taking part in. All adults work directly with the children, supporting them in their play, interacting and becoming involved when children ask them to. This learning, enabling environment helps children to become independent learners.

Partnerships with parents and carers are secure. When parents first approach the childminder she shares her portfolio with them. This contains her policies and procedures and some personal information about her family and what is offered. Ongoing information is then shared through informal feedback at the end of the day, daily diaries for younger children, regular newsletters and sharing children's progress files. However, there are few opportunities for parents to contribute to these. Parents have written in support of the childminder, sharing how much they value the care and educational experiences offered to their children. The childminder is aware that learning and development records need to be shared with other settings, but as the child has only just started at another setting this has not yet been fully implemented.

The childminder uses ongoing, reflection of her practice to enable her to improve the service she offers to children and their families. This has resulted in her attending a number of training courses since her last inspection. She would like to update her knowledge and skills further and is considering attending further training. Recommendations raised at the last inspection have been fully addressed, improving children's health and safety. This demonstrates a commitment to continuous improvement.

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

Children benefit from the childminder's motivation and detailed knowledge of their individual needs. They settle well and have warm, secure relationships with the

childminder and her assistants. These secure relationships build children's confidence and self-esteem, helping them to become independent learners. The childminder knows the children very well and talks easily and confidently about what they like to do and are interested in. She uses her knowledge of each child to offer activities which each child takes part in at their own level. For example, during a painting activity, younger children enjoyed putting the paint on to the paper whilst older children spent time mixing colours and discovering that when paint dried on their hands it felt strange. Systems are in place to observe and assess the children as they play and these are supported by photographs. Assessments link to the areas of learning and are beginning to identify children's next steps.

Children show confidence in linking up with others for support and guidance. For example, a child asks an assistant 'am I holding this right?' when drawing with pens. Children persist for extended periods of time at an activity of their choosing. They feel safe and secure and demonstrate a sense of trust as they keep going to adults for reassurance. Children feel pride in their own achievements when mixing paint, a child exclaims 'look, look I've made green, it's green'. Children's language skills are developed as they confidently hold conversations with the adults caring for them. They are developing a love of books as they sit and listen to adults read to them and look at books independently. They eagerly help themselves to favourite books from the selection offered and give them to an adult to read. They also enjoy regular visits to the library. Children's early writing skills are developed, for example, as they enjoy drawing with pens. They sometimes give meaning to marks they make as they draw and children also talk about putting happy and sad faces on their drawings. Children's maths skills are fostered as the childminder encourages them to think about numbers during everyday routines. They confidently ask for the correct number of paintbrushes and some children are beginning to represent numbers with their fingers. Some older children show an interest in number problems, for example, as they work out what is one more than five. Children of all ages enjoy playing with technological toys as they press buttons and operate simple equipment. They find out about the natural world as they help the childminder to feed and care for her pets. They also enjoy planting and caring for potatoes which are then dug up, some eaten for lunch and others are taken home to share with their families. Children begin to differentiate between colours, such as, talking about which colour pen they would like to use. The childminder encourages children to talk about texture and smell as they play with the paint. Older children explore what happens when they mix colours. They confidently ask for more colours and then ask, 'what colour will they make if I mix them?' Children begin to learn about diversity as they play with resources and take part in activities to celebrate different festivals.

Children's health and well-being is well promoted. They eagerly sit at the table to wash their hands before they eat snack. However, all children share one bowl of water to wash their hands. Some parents provide meals for their own children and these are stored appropriately by the childminder to keep them safe to eat. The childminder offers meals to the other children, preparing these freshly each day, providing healthy food. Children have daily opportunities to enjoy outdoor play and physical exercise. They play in the childminder's garden or visit local play parks to play on the equipment. Children learn how to keep themselves safe as they

regularly practise emergency evacuation drills. When they go out for walks, adults talk to them about road safety and the importance of holding hands.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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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### Outcomes for children in the Early Years Foundation Stage

<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**

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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