

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY300477
<b>Inspection date</b>	05/11/2009
<b>Inspector</b>	Timothy Butcher

<b>Type of setting</b>	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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 2004. She lives with her husband and child aged 11 in Portishead, North Somerset. The whole of the premises are used for childminding purposes. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years at any one time, of these, three may be within the early years age range and of these, one may be under one year. The childminder is currently minding five children under eight, of these four are within the early years age range; four of whom attend on a part-time basis.

The childminder takes and collects children from local schools and has use of a car. She attends local toddler groups and takes children to local parks and library. The childminder holds a Level 3 Early Years qualification. The childminder also cares for children over eight years.

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

Overall the quality of the provision is good.

Children thoroughly enjoy their time with the childminder and good progress in their learning and development. The childminder now has a very good understanding of the Early Years Foundation Stage and of how children learn. This has yet to fully filter through to lead to even better outcomes for children. She has an excellent understanding of safeguarding issues. The provider sets clear targets for development of the provision and this leads to strong and continuous improvement.

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

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

- further develop the assessment process to measure the rate of children's progress
- plan an environment that is rich in signs, symbols, notices, numbers, words and natural resources for children to explore.

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

The childminder has an excellent awareness of how to protect children and successfully promotes all other aspects of their safety. She undertakes comprehensive assessments of risk and ensures that children have a very safe environment in which to play. The childminder is exceptionally well organised and her written policies and procedures support the safe and smooth running of the setting. Parents have electronic copies of these. Fire drills are regularly carried out,

comprehensively recorded and made popular with children.

A particular strength of the setting is the excellent partnerships with parents that are established. Information about children's starting points are comprehensively gained. Parents are kept fully informed about all aspects of the provision this includes through discussion, daily diaries, learning profiles, text messages and photographs. Parent report exceptionally positively about the childminder and the care she provides. The childminder has established good partnerships with some other settings who also provide care to the children that she minds.

The learning environment is made attractive to children. The good range of resources are used well to achieve the desired outcomes in their learning and development; several of which reflect diversity, such as books and small world figures. However, children would benefit further from a better balance of natural and manufactured toy resource materials. The childminder adequately promotes equality and diversity as levels of engagement with parents are well established and this results in a very good knowledge of each child's background and needs.

The childminder shows high levels of commitment to developing her practice. The childminder comprehensively evaluates her practice and this results in clear action planning for the future. For example, she has successfully completed the Level 3 training in Early Years. She plans to further develop her documentation to track and record children's progress and to develop a questionnaire for parents.

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

The childminder provides a good range of activities and play opportunities to meet all children's general developmental needs across each area of learning. They thrive in the homely atmosphere and the welcoming learning environment. Free-flow activities both inside and outside enable children to exercise choice, to learn and to become active and inquisitive learners. They are well equipped with the skills they will need in order to secure future learning. The childminder has an excellent knowledge of child development. She now has a thorough knowledge of the Early Years Foundation Stage and this is beginning to have a positive influence on the outcomes for children. She uses her skills effectively to support children's learning, for example, she consistently asks open-ended questions of children to stimulate their communication and use of language for thinking. She leaves sentences unfinished for children to complete and is attentive to what children say. As a result children make good progress in their language skills, given their starting points and develop a thirst for learning through play. The childminder makes accurate observations of children and uses well-organised learning profiles to identify their next steps in learning. She plans and then provides the activities that will take them to their next steps in development. Information is shared with parents and they are encouraged to contribute through their own observations of children at home. The childminder routinely reviews children's progress and shares this with the parents each term, however, the rate of progress is less clearly identified.

Children strongly benefit from the high quality interactions with the childminder. They sit cosily together with her to have a story read and thoroughly enjoy the interactive experience as they point and contribute about the story and their own experiences, skilfully supported by her. They enthusiastically finish the story off with a nursery rhyme. They develop their creativity for example use their imaginations in role play to fix the door handle with builders tools. They have good opportunities to make marks and are asked to remember the shapes they previously created the day before. However, the environment is not particularly rich in print, signs and symbols for children to develop a stronger understanding of the different marks and letters that they make and see. They begin to gain some understanding of diversity and the wider world through the activities and the experiences they participate in.

Children's welfare is strongly promoted because the childminder has an excellent understanding of the individual needs of children because she has excellent communication with parents. Children enjoy the secure environment of the home because the childminder ensures they receive lots of reassurance, close physical contact and have their individual, dietary and personal needs closely met. Babies are helped to feel very safe and secure and they quickly form positive relationships with the childminder and older children are confident, have a strong sense of belonging and are happy and emotionally secure. Children are suitably supported to learn self-care skills and to become independent for example they put the boots on themselves to play outside. They begin to think about their own safety and that of others such as older children are asked to be aware of younger children and are sensitively guided to sit, not stand, on furniture. Children are very well behaved and respond well to the frequent praise and encouragement; and are provided with a very good role model. Children's health and well being is strongly promoted through sensible hygiene procedures within the home.

## 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	1

### 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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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