

## Inspection report for early years provision

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<b>Unique reference number</b>	EY335622
<b>Inspection date</b>	16/11/2009
<b>Inspector</b>	Rosemary Davies
<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 has been registered since 2006. She lives with her husband and 17-month-old child in the Old Town area of Swindon, Wiltshire, close to town amenities including shops, parks, toddler groups, museums and a library. The childminder takes and collects children from local schools and pre-schools. The family keep a dog and rabbit as pets.

The childminder is registered to care for a maximum of five children at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in the early years age range. She also offers care to children aged over five years to 13 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

Minded children may use the entire house, although in practice remain mostly downstairs. The childminder has moved house since the last inspection and now offers a garden for outdoor play. Access to the home is by three steps. The childminder holds a relevant early years qualification at level 3.

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

Overall the quality of the provision is good.

The childminder recognises the uniqueness of each child cared for. She offers suitable opportunities to support their learning and development and promote thinking, so children have a positive experience of the Early Years Foundation Stage (EYFS). Children's welfare is promoted well, underpinned by thorough risk assessments. The childminder understands the importance of reflecting on her practice, doing so accurately overall, to identify ways to improve. Additionally, she shows a strong commitment to training, so is well placed to maintain continuous improvement.

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

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

- provide a better balance between indoor and outdoor learning, making sure that all six areas of learning are covered regularly
- continue to develop the assessment system to monitor children's progress towards the early learning goals and pinpoint children's next steps in learning against the EYFS framework.

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

Children are safeguarded well because the childminder prioritises this area, undertaking regular training to keep her skills and knowledge up to date. She

shows a clear understanding of safeguarding issues and the procedure to follow should she have any concerns. She takes care to keep the regulator, Ofsted, informed of significant changes to her provision. All required documentation, such as registers, records and parental permissions, are in place and kept methodically. A range of suitable policies helps guide her practice and are shared with parents, but currently there is no systematic annual review of these. The record of risk assessment meets the requirements of the EYFS. All this contributes to children being safeguarded properly.

The childminder shows commitment to furthering her professional development. She has worked hard to get to grips with the requirements of the EYFS, following a short career break for maternity leave, although some aspects, such as outdoor learning, are not fully promoted. She attends a variety of carefully selected training events, using her new knowledge to improve outcomes for children. She promotes equality and diversity, recognising each child as an individual with a particular set of needs. She seeks both parents' and children's views on her service to improve it further.

Parents speak warmly of the care and support given to their children, appreciating flexible settling-in arrangements. They enjoy friendly, but professional, relationships with the childminder, receiving a good range of information about her service and their children's progress. There is a useful two-way flow of information through daily dairies and regular discussions. The childminder shows an appropriate understanding of how to form links with other professionals and services concerned with the care and development of the children.

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

Good relationships with the children underpin the childminder's work. They clearly trust her to meet their needs and keep them safe, seeking her reassurance when an unfamiliar face enters the home. The childminder makes full use of the space available indoors, so children choose what they wish to do; a system of photographs helps younger children understand the full range of activities available. Currently, the childminder does not promote outdoor play fully so children do not enjoy all six areas of learning outside on a sufficiently regular basis. Nevertheless, a varied and interesting programme of visits in the locality helps them to develop their understanding of the world around them, for example, to Coate Water and a Railway Museum.

The childminder establishes children's starting points when they first come to her. She has introduced an assessment system that recognises children's capabilities from her observations of their play, but it is not sufficiently closely linked to the EYFS framework to track their progress in all areas, monitoring that all aspects are covered. Despite this, the childminder knows the children very well as individuals and meets their individual development and care needs well. Children enjoy their play, with the childminder establishing firm foundations for their future lives by encouraging their speech development, promoting problem solving such as through using puzzles, and helping them to enjoy early technological equipment

such as toy cameras.

The childminder's calm and caring approach provides a good role model to the children. She establishes clear boundaries, praising children for good behaviour and quickly intervening in minor disagreements to distract the youngest children, so they play happily alongside each other. They develop their independence skills well, fetching shoes when it is time to go outside. They learn how to keep themselves safe from an early age, willingly being secured into buggies and pointing to the 'green man' when it's safe to cross roads.

Children use a secure, safe and clean homely environment. The childminder conducts thorough risk assessments of both the inside and outside of her premises, and on each outing undertaken. She supervises children closely and constantly checks that they remain safe. She understands her responsibilities for child protection and knows the procedures to follow if she has concerns.

Children learn about healthy living well. They benefit from daily fresh air and develop physical skills through using appropriate apparatus, for example, in local parks. They eat healthy snacks and take part in cooking activities that produce healthy things to eat, such as fruit smoothies and vegetable pizzas.

## 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	3
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	3
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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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