

## Inspection report for early years provision

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<b>Unique reference number</b>	EY338923
<b>Inspection date</b>	01/02/2010
<b>Inspector</b>	Elaine Douglas
<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 2006. She lives with her husband, who works as her assistant, and their three teenage children. They live in a house in the grounds of RAF Locking near Weston-Super-Mare. The whole of the ground floor is used for childminding, as well as the main bedroom on the first floor, and there are toilet facilities on both floors. There is a fully enclosed garden for outside play. The premises are close to parks and public transport links. The family has two dogs.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than four children may be in the early years age range, when working with an assistant. She is currently minding four children in this age group, all of whom are part-time. She also offers care to children aged over five years to 11 years. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks or drives to local schools, and pre-schools, to take and collect children. She is working towards a level 3 childcare qualification and is a member of the National Childminding Association. The childminder receives support from the local authority.

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

Overall the quality of the provision is outstanding.

The childminder's excellent knowledge of the Early Years Foundation Stage (EYFS) ensures that she can very successfully meet the children's welfare and development needs. Children are kept safe and secure at all times. The very good partnership with parents provides excellent information and ensures the childminder knows each child's individual needs, so that no child is disadvantaged. Consequently, children make rapid progress in the learning and development. The childminder's effective use of self-evaluation enables her to identify her own development needs and actions for continual improvements, thus providing very good outcomes for children.

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

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

- continuing to develop partnerships with other providers of the Early Years Foundation Stage in order to further support children's development and progress

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

The childminder fully understands her responsibility to safeguard children's welfare. Consequently, she has recently attended child protection training to ensure that she recognises signs and symptoms of abuse and neglect, and has a good awareness of the procedures to follow in the event of a concern. She has kept Ofsted informed of any adults, or children reaching the age of 16, in her household, to enable necessary vetting procedures to take place. The childminder carries out thorough risk assessments of all areas of her premises and for each type of outing. She then ensures that correct procedures and equipment are in place to minimise risks to children. Comprehensive documentation is extremely well organised and stored confidentially to safeguard children's welfare. Medication, accidents and incident records are well documented and shared with parents. The childminder and her assistant hold current first aid qualifications and have a good supply of first aid equipment available. They have a clear awareness of children's medical needs and parental consent is obtained to seek emergency advice or treatment, to further safeguard children.

Parents receive comprehensive information about all aspects of the setting, which includes written policies and procedures. They are kept well informed about their child's care and development, through communication diaries, notice boards, daily discussion and their child's learning diary. Extensive information is sought from parents to enable the childminder to meet each child's individual needs. The childminder liaises with other providers of the EYFS to ensure consistent care and to provide feedback to parents. She has found it difficult to liaise with other providers over children's learning and development, due to their time constraints. However, she has identified the need to strengthen these partnerships for the benefit of the children.

The childminder meets regularly with parents to discuss her practice and uses this to evaluate her provision and ensure she is meeting the needs of her users. Very good systems are in place to enable parents to make comments and to record any concerns. Positive comments are made about her professionalism, her caring and compassionate attitude, and her excellent provision for supporting children's development. There are no negative comments recorded. The childminder has made very good use of self-evaluation to identify her own strengths and areas for development. For example, she is currently seeking training in using sign language, and health and hygiene. She discusses practice with her assistant, who also attends any relevant training, and welcomes support and advice from the local authority. The childminder is committed to continuous improvement and is currently working towards a childcare qualification. Children are now provided with paper towels to encourage good hygiene practices and have access to a range of resources to support their awareness of diversity. These were both raised as recommendations at a previous inspection.

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

Children are extremely confident, happy and settled in the caring environment of the childminder's home. Children build excellent relationships with the whole of the childminder's family. The childminder supports children's learning very well, she uses good open-ended questions and encourages children to experiment with different ways of using equipment. She significantly enhances their self-esteem by making them feel special and understanding their uniqueness. Consequently, children gain a positive sense of self-awareness and belonging. Children are extremely well behaved and polite, and willingly help to take care of the environment. The well maintained, high quality resources are well organised and accessible to encourage children to make choices and become independent learners. The childminder is now using North Somerset learning diaries to record children's progress. She gains extensive information from parents on children's starting points, and uses photographs and written observations to identify children's interests and development. This is used very effectively to plan for their next steps. Consequently, children are motivated and enthusiastic about their learning, this means they make rapid progress through their play and daily routines.

Children communicate with confidence, talking through the activities they are engaged in and initiating conversations. They independently access books and encouraged by the childminder they read their own versions of the story based on the pictures. Very good use of labelling encourages older and more able children to recognise the written word, and they form recognisable letters as they write their name on their pictures. The childminder encourages children to be involved in setting up activities and she skilfully uses this to promote children's learning. For example, children work out what resources they will need and how many. One child selects boxes and creative resources to make a three-dimensional robot. They name the colours of the cards and decide what the shapes might represent, for example circles for eyes. They join the pieces together using glue or tape and work out the best way to hold the pieces together. Children confidently sing nursery rhymes and play instruments in time to their singing. They experiment with the different sounds the instruments can make and spontaneously try singing the alphabet.

Outstanding procedures are implemented every day so that children gain an excellent knowledge of a healthy and safe lifestyle. For example, tissues are available and children wash their hands after wiping their nose and throwing the tissue away. Pictorial prompts show children how to wash their hands thoroughly, which they do after using the toilet and before eating. They make healthy choices from a wide range of snacks and meals. Children regularly practise the emergency evacuation procedures and sensitively learn about stranger danger. They learn that some boundaries are in place to keep themselves and others safe. Children celebrate each other's birthdays and cultures, to develop a positive attitude to each other's similarities and differences. Children enjoy the regular outings the childminder organises in the community, for example to the beach, park and

farms. They enjoy using the local parks and garden, where they access large equipment and physical activities.

## 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>How effectively is the Early Years Foundation Stage led and managed?</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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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