

## Inspection report for early years provision

---

<b>Unique reference number</b>	161655
<b>Inspection date</b>	14/10/2009
<b>Inspector</b>	Susan Esther Harvey
<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 1978. She lives with her husband in Malmesbury within walking distance of local shops, park and school. The first two floors are used for childminding and there is a downstairs toilet available for children to use. A fully enclosed garden is available for outside play. The childminder has a budgerigar as a pet.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is registered to care for four children under the age of eight at any one time, no more than three of which may be in the early years age group. She is currently minding five children in this age group and also offers care for three children over five years. The childminder occasionally works with an assistant.

The childminder collects children from the local pre-school, school and takes children to places of interest such as the local library.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a well developed understanding of each child's needs and their uniqueness in the way they learn and develop. She understands their welfare needs and is inclusive in her practice. The childminder has developed a good partnership with parents. Children make good progress, given their age, starting points and ability. The childminder attends regular training sessions, showing that she has the capacity to improve outcomes for children.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure all adult having sole charge of the children have an appropriate first aid certificate for babies and young children (Qualifications, training, knowledge and skills) (also applies to the compulsory part of the Childcare Register)
- 01/02/2010

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

- further develop a system in order to evaluate the practice taking into account the views of parents and children
- maintain a two-way flow of information between parents and other settings where children attend

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

The childminder has a first class understanding of the need to ensure children are safeguarded through close supervision and updating of information by attending courses. This strengthens children's safety in the home and on outings. Appropriate arrangements are in place to protect children from people who are not vetted. The childminder is focused on keeping children safe and there is a robust system in place for risk assessing the home, outside in the garden and on outings. Policies and procedures are well documented, easy to read and made available for new and existing parents to access.

Children make good progress in their learning and development, they have the opportunity to choose from a good selection of resources and through this the childminder encourages them to be active learners. For example, children learn about primary colours by creating pictures from coloured buttons, they role play making a 'den' under the kitchen table, talking to each other and singing along to a music tape. They cooperate as they solve the problem of how to beat each other playing Connect 4. As a result, children are learning through play. There is a good network of communication with parents. This includes verbal feedback from the childminder on collecting their children and through detailed observation and assessments which the childminder has clearly written, identifying the next stage of children's learning. But, the childminder has gathered limited information from parents and other settings where the children attend, to get a full picture of their learning abilities. The childminder has begun to evaluate her practice and has identified areas for improvement, but parents and children have little opportunity to express their views about the service she provides.

The childminder is experienced in the care and learning of children. This is highlighted in the detailed observations and assessment of children's time in her company. Through the childminder's motivation in attending training sessions, learning outcomes for children have improved since the last inspection. The childminder supports children's interests and involves herself in their play. She uses outings as a means of increasing children's understanding of the community to which they belong. They visit the local library, shops, children's church activities and craft activities at the local leisure centre. At these visits children have access to books and resources which reflect the diverse nature of the society in which they live.

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

Children learn about what constitutes a healthy lifestyle through the childminder's example. They learn good personal hygiene routines, regularly washing their hands after using the bathroom, before meals and after playing outside. They frequently play in the garden and walk to and from school and pre-school, which enables children to understand the need for daily fresh air and exercise as part of maintaining a healthy lifestyle. Parents provide healthy food for children's lunch

and they learn how food grows, they plant vegetable plants, eat the produce and see vegetables growing in the childminder's garden.

Children make good progress towards the early learning goals. They also make good progress in developing personal qualities, which enables them to take responsibility for small tasks and developing skills for the future. For example, children are highly articulate, they enjoy each other's company and are kind and sociable. They learn to cook making biscuits and create birthday cards for a friend's birthday. Children develop a strong relationship with the childminder, they know what they want to play with and when they need a drink of water. Through the childminder's gentle but clear explanation about the effect their behaviour has on others, children are beginning to learn how to manage confrontation and their own behaviour. The childminder has an impact on children's self-esteem through her constant praise and encouragement. For example, they show an interest in looking at photographs of themselves and other children taken during the summer and talk with delight about how they all splashed in the water in the paddling pool.

Children remain safe in the childminder's home. Regular emergency evacuation drills ensures that they are aware of how to evacuate the premises if needed. The childminder's first aid certificate is up-to-date. However, when the assistant is in sole charge, their safety is compromised as a first aid certificate is required, but steps have been taken for the assistant to attend an appropriate first aid course as soon as possible. Accident records and any administration of medication are appropriately recorded with confirmation by parents that they have seen the written record. A comprehensive complaints procedure ensures that parents are made aware of the process the childminder will take in the event of a complaint. Overall, children are happy and content, they feel secure in the care of the childminder, which enables them to achieve and learn through play.

## 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	2
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	3
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

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	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

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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Qualifications, training, knowledge and skills) 01/02/2010