

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY374252
<b>Inspection date</b>	02/02/2010
<b>Inspector</b>	Deborah Jane Starr

<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 0300 123 1231, 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: 0300 123 1231  
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 2008. She lives with her husband and three children aged one, four and five years in Tickenham, North Somerset. The whole of the ground floor except for the office and the first floor except for the main bedroom, box room and bathrooms are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age range. The childminder currently cares for three children on a part-time basis in the early years age range, four children within the age range of the compulsory part of the Childcare Register and four children within the age range of the voluntary part of the Childcare Register.

The childminder walks to local schools to take and collect children and has use of a car. She attends local toddler groups and takes children to the local park, the sea front and a zoo farm.

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

Overall the quality of the provision is good.

The childminder effectively identifies, plans and meets the individual needs of each child in her care, enabling her to promote their welfare and development effectively. The childminder's good knowledge and understanding of how children learn through a varied range of activities supports children to make good progress in their learning and development. Positive partnerships with parents ensures continuity in children's care, learning and development; initial information gained, however, does not focus sufficiently on children's capabilities. Partnerships with other caring agencies is effective. The childminder demonstrates a strong commitment to continuous improvement. Good use of self-evaluation enables the childminder to identify her strengths and areas for development, thus ensuring the outcomes for children are good.

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

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

- develop further the assessment arrangements to ensure that children's starting points and capabilities are clear as to what they know and can do

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

Appropriate arrangements ensure all adults in the household have undergone appropriate vetting procedures. The childminder has a secure knowledge of child protection issues and understands the procedures she should follow if she has a concern about a child. Consequently, children's well-being is safeguarded. Children are cared for in a safe and secure environment where hazards are clearly identified and effectively minimised. For example, rubber door stops prevent children from trapping their fingers and access to footwear has been reviewed as a result of evacuation practise. Good documentation is in place to safeguard children and all required records are well maintained, organised and shared with parents. Children easily access a wealth of interesting and high quality toys and resources that support their play and are extended through the use of natural materials found in the garden. Local nature walks and frequent visits to a local animal park promotes children's awareness of their local community.

The childminder has thoughtfully and effectively evaluated her practice since her registration and as a result the outcomes for children are good. She has sought the views of parents, clearly identified areas for improvement and taken well chosen steps to improve her practise. For instance, she has accessed safeguarding training to develop her knowledge and reviewed her environment, adding a covered area to the side of the house enabling children to access fresh air and participate in activities whatever the weather. Low level storage is clearly labelled with actual pictures of the contents, enabling children from a young age to make independent choices. The childminder clearly demonstrates a strong commitment to her ongoing improvement.

The childminder builds good relationships with parents. They are well informed about her practice through discussion, some written policies and procedures and the display of information such as, the Ofsted contact number. She regularly exchanges information about children's progress, thus each child is highly valued and their individual needs are identified and met. Parents are very complimentary about the childminder. Effective involvement with other caring agencies ensures a strong partnership and ensures that each child's individual need are clearly identified and supported.

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

Children are relaxed, happy and content at the childminder's because she knows the children well and meets their individual needs. Children make good progress because the childminder has a good knowledge and understanding of how children learn and develop. She offers resources and activities that reflect children's interests and keeps a record of what children do and know and links these appropriately to the six areas of learning. She uses her observations of what children know and do to individually and effectively plan for their next steps in learning. Discussion and information gained from parents about their children

when they first start gives a good overview. However, this does not sufficiently focus on children's development and therefore does not fully contribute to the assessment process. The childminder's interaction supports children's learning and development ensuring all children are included at their own level. For example, the childminder introduces a wide variety of textured and different sized balls. Children delight in their feel and explore them. They show emerging problem solving skills as they place balls on a ball run and search for it when it disappears from sight.

Children's communication is supported and promoted through the repetition of language by the naming of objects and offering of descriptive words that older children imitate and later use in the correct context. Children are intrigued by new experiences that stimulate different senses and eagerly participate in planned adult-led activities. For instance, children are introduced to a variety of objects that omit light. They are intrigued by rotating and flashing hand held orbs, follow coloured lights that move across the walls and ceiling and become engrossed in an artificial rotating fish tank.

The childminder shows good knowledge of children's interests and uses this to encourage their involvement in a range of spontaneous play. They re-enact their everyday experiences through their role play, when caring for babies and develop a sense of self through a wide variety of different mirrors. Children demonstrate a strong sense of belonging as they delight in photographs of themselves and others.

Children are supported well to develop an awareness of a safe and healthy lifestyle. They have daily opportunities to be out in the fresh air when playing in the garden, going for walks in the local area and walking to and from school. Children enjoy well balanced healthy snacks. They access regular drinks from their own beakers and develop from an early age an understanding of good personal hygiene. For example, washing hands after giving corn to the pet chickens. Young children sleep and are fed and changed according to their individual needs. Sleeping children are monitored through a listening device.

Regular practise of the emergency evacuation procedures and developing awareness of road safety alongside, discussion about potential dangers such as, maintaining a distance from low level water, enhances children's understanding of how to keep themselves safe. Children develop an understanding of re-useable items such as unwanted food for feeding the chickens and use of branches to weave a low level fence to section off areas of the garden.

Children's confidence and self-esteem increases due to the childminder's frequent praise and consistent, calm and clear approach. Children are starting to play cooperatively together and are encouraged to share and take turns and, as a result are developing skills for the future.

## 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	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

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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met