

## Inspection report for early years provision

---

**Unique reference number** 100875  
**Inspection date** 11/02/2010  
**Inspector** Linda Janet Witts

**Type of setting** 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 has been registered since 1993. She holds a Level 3 qualification in Childcare. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for up to six children under eight years at any one time and of these three may be in the early years age group. The childminder currently cares for four children, two of whom are in the early years age group. The childminder's husband is a registered assistant. When he is present the number of children cared for in the early years age group may be increased.

The childminder lives with her husband, son and pet dog. The family home is situated in the residential area of Quedgeley, a suburb of Gloucester. Local amenities include parks, a nature reserve, library and shops. All areas of the property may be used for childminding. There is a fully enclosed rear garden available for outside play.

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

Overall the quality of the provision is outstanding.

The childminder has embraced all aspects of the Early Years Foundation Stage (EYFS) framework. She is a highly enthusiastic and caring childminder who is exceptionally well organised and nurtures each child so that they are fully included, feel safe and thrive in her care. The childminder implements policies and procedures that safeguard children's welfare effectively and her practice successfully ensures highly positive outcomes for the children. Excellent partnerships further support children's welfare and learning. The childminder has an ambitious vision for her provision and continuously evaluates her practice to maintain high quality care.

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

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

- update the complaints procedure with the current Ofsted contact address.

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

The childminder has a comprehensive awareness of safeguarding issues. She has completed child protection training and has carefully considered the action she would take should she have any concerns about a child's welfare. The childminder's home is a warm and welcoming environment that children can explore safely. Safety and security are given high priority. Thorough risk assessment takes place in the home and on outings. The childminder uses

checklists and record forms to further promote safety, such as, for sleep checks, fire drills, fridge checks, cleaning schedules and weight checks so as to ensure that appropriate car safety seats are used for transporting children in a vehicle.

Children's learning and development is promoted impressively. The childminder adopts a child-centred approach and plans successfully for each individual child. She ensures they gain skills for the future by offering an exciting range of activities and experiences and as a result of this and the childminder's sensitive care and attention, the children relish their time with her. Children's progress is recorded in attractive learning journey scrapbooks that are routinely shared with parents and their contributions to the records are encouraged and valued. New parents receive an informative prospectus and the childminder's comprehensive policy document is presented attractively to encourage examination. Policies reflect practice, clearly showing how the childminder will promote all aspects of the EYFS. The complaints policy does not have Ofsted's up-to-date contact address. Records are accurately maintained.

The childminder has an accurate knowledge of the effectiveness of her provision. She is committed to continuous improvement. She uses a self-evaluation tool, takes any advice from outside professionals and gathers the views of the children and their parents to identify any aspects for improvement and she is continually looking for ways to enhance children's play and learning experiences. The childminder has strong links with the local school and playgroup. Currently, the early years children do not attend any other settings but the childminder recognises the importance of working in partnership with others involved in children's care.

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

Currently the childminder cares for babies who are in the early years age group. The babies in the childminder's care are extremely happy. They are supported exceptionally well to help them to settle when they start and they receive sensitive support to ensure that their individual needs are met and that the care they receive is consistent with their home routines. Babies' good health is assured through these routines, such as, feeds, sleep, nappy changing, fresh air and exercise. The babies' progress is impressive. They show that they feel safe with the childminder and explore the home environment with confidence, practising their early walking skills as they pull up to stand and manoeuvre around with the aid of furniture and the childminder. They crawl around at speed, stopping to investigate things of interest. They are highly inquisitive and enthusiastically explore the contents of a basket, finding books, a wooden spoon, cardboard tube, crinkly shiny paper and musical toys. The childminder blows up an inflatable ball and a baby concentrates hard, fascinated by what the childminder is doing; a game of ball rolling and chasing commences, much to the delight of the baby. The baby finds another ball and tries to fit it inside the cardboard tube, finding that it does not fit the baby puts the ball inside a pot, giving a satisfied look to their audience. The babies' inquisitive nature is nurtured by the childminder who plans sensory experiences, such as, exploration of 'gloop', a cornflour and water mixture

that changes consistency; she also borrows resources such as, a sensory box providing various resources including a mirrored rotational toy and fibre optics. In the playroom the babies explore the contents of small baskets stored on low level shelving. They empty the fir cones and shells then explore them by smelling them, using their mouth and manipulate them to examine all aspects. The childminder is on hand to ensure that the babies' activities are safe, without inhibiting their exploration. The babies also have excellent opportunities to explore the garden and trips out enhance their early years experiences.

The babies are active through sounds and movements and the childminder interprets these and using her observations decides how best to provide for the babies, knowing instinctively when to get involved in their play and when to leave them to their own exploration. The childminder is responsive to the babies' babbles and talks through activities to aid babies' speech development. The babies mimic the sounds and actions that the childminder makes, such as clapping and laugh, wave and bounce up and down when praised. Different types of music plays that babies jig along to, including multi-cultural tunes.

The childminder has a lot of experience of caring for older children too and her well stocked playroom offers an extensive range of resources to foster children's all-round development. The resources include positive images of culture, ethnicity, gender and disability as do attractive wall displays. Activities planned include arts and crafts, junk modelling, stories and role play. The children have fun in the garden; they play with water, do gardening, sand play and use wheeled toys. They get up close to animals at Cotswold Wildlife Park and use challenging physical play equipment at play parks.

## 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	1
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	1
--	---

### 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

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