

## Inspection report for early years provision

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<b>Unique reference number</b>	EY405630
<b>Inspection date</b>	08/07/2010
<b>Inspector</b>	Bridget Copson
<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.

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## **Description of the childminding**

The childminder was registered in 2010. She lives with her husband and two children aged nine and five years in Martock, Somerset. Children have access to all areas of the home, including the sitting room, dining room, conservatory, kitchen and toilet on the ground floor and bedrooms for sleeping on the first floor. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of five children at any one time, two of whom may be in the early years age group. She is currently minding one child in the early years age group. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children's individual care and learning needs are met well by the childminder who has a secure knowledge of the Early Years Foundation Stage. Their learning is monitored and promoted on an individual basis to support their interests and promote ongoing progress. As a result, children are making good progress through the Early Years Foundation Stage. Children are all valued and included equally in all aspects of the provision, and good partnerships established with parents ensure consistency of care and routines. The childminder values the importance of continuous development. She has completed a self-evaluation of her provision, identified areas for development and implemented improvements to the benefit of all children.

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

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

- provide parents with information of the emergency arrangements, including details of all emergency contacts
- prioritise children's next steps of learning more clearly to encourage them to develop to their full potential in all areas.

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

Children's welfare is safeguarded by the childminder who has effective systems in place to assure their safety and well-being. She maintains up to date policies, procedures and records to secure the safe and efficient management of her provision. Daily health and safety checklists, risk assessments, safety measures and good practice maintain high standards of health and safety both within the house and on outings. The childminder also has a secure understanding of her child protection responsibilities and the procedures to follow in the event of any concerns to further safeguard children.

The childminder organises her home and time efficiently to provide children and parents with a warm and welcoming environment. She dedicates her time to observing, interacting and meeting children's needs and individual routines. As a result, children show a very good sense of well-being. She creates a positive environment with her calm and caring manner, encouragement and praise. Children are supported well in learning about diversity both within their local community and the wider world and to respect and include everyone. The childminder is committed to improving the quality of her provision through developing her own knowledge and skills. She has attended training courses since registering and links with other childminders and professionals, including the local authority in developing her practice.

The childminder has established successful partnerships with parents who are provided with comprehensive information to support them in making an informed choice. However, parents are not informed of the childminder's emergency arrangements or the contacts she will use to ensure children are safe in an emergency. Parents provide the childminder with information regarding their child's needs, preferences and routines. They are kept well informed and involved through daily communication, their child's daily home book and Learning Pathway, and write to contribute their views of the provision. The childminder is aware of the need to establish links with any other settings involved in children's care and education.

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

Children's learning and development are planned and promoted well. The childminder completes regular observations of children to monitor their progress which she records in their Personal Pathway files with photographs and examples of their work to illustrate their achievements. This provides an overview of their stage of development each term and reveals their changing interests. However, children's next steps of learning are not clearly identified to encourage them to develop to their full potential in all areas. Children's independent learning is promoted through a good range of well-maintained and easily accessible play provision to support their stage of development and interests. In addition, a balance of adult-led and free play activities each day provides children with a range of learning experiences and environments.

Children are very happy and settled in the childminder's care. They demonstrate their good sense of well-being through their curiosity, focusing well in play and cuddling up warmly to the childminder for comfort. They have opportunities to meet up with other children to support them in developing positive attitudes and to learn about the needs and feelings of others. They communicate confidently and are encouraged to express themselves through the childminder's discussions and encouragement. Children enjoy books and become excited when the childminder reads their favourite stories, joining in through pointing to pictures and sharing their observations. Children enjoy problem solving with shape sorters, sensory activity toys and using their bodies to reach out and grasp toys out of their reach.

They learn about position and size through the childminder's guidance and have many opportunities to learn about numbers as they develop. Children visit many places within the large village community, for example, regular toddler group sessions, shops, parks and meeting up with friends. They use their imaginations well with many small world and role play toys. They explore different media and materials, such as sand, coloured and bubbled water and use their senses to listen, touch and take comfort. They also have opportunities to create in drawing, painting, designing, modelling and constructing.

Children feel safe and secure within the childminder's care. They demonstrate this through their independent exploration and the warm and trusting relationships developed with the childminder. As they develop, they learn about keeping safe through road safety on walks, stranger danger discussion and safe play rules in all environments. Children benefit from the childminder's good standards of health and hygiene which maintain a clean and well-maintained environment in which they learn about healthy lifestyles well. For example, they enjoy healthy and nutritious meals and snacks and regular access to drinks. The garden and village facilities provide a broad range of physical play equipment to promote their physical development and the childminder supports younger infants' balance and strength in preparation for their mobility.

## 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

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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	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

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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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