

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY404233
<b>Inspection date</b>	05/01/2011
<b>Inspector</b>	Elaine Douglas

<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 assesses 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.

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 2011

## 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 2010. She lives with her partner and their two-year-old child. They live in a house in the rural town of Martock, close to shops, parks, schools and public transport links. All areas of the property are used for childminding and toilet facilities are on the first floor. There is a fully enclosed courtyard garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two children may be in the early years age range. She is currently minding two children in this age group, who attend 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 drives to Tintinhull School to collect children. She is working towards a level 3 childcare qualification and is a member of the National Childminding Association

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

Overall the quality of the provision is good.

The childminder provides an enabling environment and follows good procedures in order to meet children's welfare and learning requirements. She works closely in partnership with parents, which enables her to meet each child's individual needs. Through good procedures children remain safe and secure in the childminder's home and on the outings she organises. Outstanding practices promote children's health and their awareness of a healthy lifestyle. The positive use of self-evaluation and reflective practice ensures that the childminder successfully continues with her own development and provides good outcomes for children.

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

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

- include parents' contributions in the assessment system and develop the method used to link observations to the early learning goals in order to monitor each child's learning journey
- update the complaints policy to provide the correct telephone number for the regulator

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

Children are protected by good procedures and supervision. The childminder has attended child protection training and has a good awareness of reporting concerns. She has clear written procedures for child protection, lost and uncollected children, drop off and collection, and monitoring sleeping babies. Clear emergency evacuation procedures and an escape plan are practised to identify any actions which would improve the procedures. and consequently further safeguard children. Good risk assessments and daily safety checks ensure children remain safe and secure. All required documentation is in place and good records are kept of accidents, incidents and any medication administered. The childminder holds a current first aid qualification and gains consent for emergency advice or treatment in order to protect children's health.

The childminder has begun to use self-evaluation and has already identified the benefits to children that evaluating the provision brings about. She attends childminding conferences and seeks appropriate workshops to develop her own knowledge and understanding. The childminder is working towards a childcare qualification to further enhance her practice. A parents' questionnaire has been implemented as a method of ensuring she is meeting their needs. Many of her policies and procedures are in writing and have been recently reviewed. However, the telephone number for the regulator is incorrect in the complaints policy. The excellent organisation of resources, both inside and outside, enables children to make choices. Low-level containers, natural resources, books and different textures encourage children to be inquisitive and promote their own learning. Good use is made of the local environment to promote children's awareness of the wider world. The childminder uses a local children's centre to borrow resources which promote positive images of people's differences, for example dolls from around the world, books and stories.

The good partnership with parents ensures that the childminder obtains all information on children's individual needs, enabling her to provide consistent care and promote children's welfare. Good information is provided for parents on sharing information about children's development. Parents receive all policies and procedures, and additional copies if they are revised. A monthly newsletter is sent by email giving updates on training, activities, meal plans and their own child's achievements. Parents' written testimonials provide positive comments on the good communication. However, parents' contributions are not currently included in the assessments. The childminder acts as a good liaison between the parents and the health visitor. Good procedures are in place for supporting children who speak English as an additional language, including providing appropriate resources, having key vocabulary and working closely with parents.

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

Children and babies are very happy and secure in the environment, and they are confident to explore their surroundings. The childminder builds warm, secure relationships with the children: babies happily go to her for cuddles and enjoy playing peek-a-boo. The good organisation of toys and resources enables children of all ages to make choices, initiate their own learning and explore textures. For example, a baby investigates large and small pine cones, metal and wood bangles, and different size bubble wrap, which is securely taped to the floor. A large roll of paper in the hall enables young children to develop their emergent writing. They watch as the childminder writes their name and they make marks and dots. The childminder provides a very calm caring role model and consequently children are very well behaved and kind to each other.

Children thrive in the healthy environment and are supported in developing excellent hygiene procedures, They wash their hands after touching animals, before eating and after using the toilet. They are provided with individual towels, hand-sanitizer, wipes and tissues. Very good information is obtained on dietary customs according to religion. Babies safely sit at a table strapped into a low-chair. They enjoy nutritional snacks of crackers, fruit and vegetables, and home-cooked meals, for example fish pie and vegetables, ham and vegetable pasta. Drinking water is available at all times. The childminder encourages them to be as independent as possible and spilled water provides an opportunity for mark-making. Children learn about dental hygiene and how food effects teeth. They clean their teeth after lunch and with parents' permission babies are weaned off a bottle, as soon as possible, to prevent the prolonged use of a teat. The childminder has received a five star rating from environmental health and has excellent cleaning rotas. Children have daily opportunities to be outside and experience the environment in all seasons. For example, a baby not yet walking, is put in a one piece waterproof and sits on a waterproof rug to explore the resources.

The childminder provides good interaction, sounding letters, encouraging counting and responding to babies' attempts at communication. She encourages babies to be inquisitive with toys and find out what they can do. She responds to their reactions. For example, when they smile at a photograph, the childminder provides large laminated pictures of the baby and other children collecting natural resources at Ham Hill. The baby kisses their own picture and babbles, which promotes their self-esteem and sense of belonging. The childminder ensures that all children are included. For example, when playing with the skittles she gives the baby a ball and demonstrates what to do. The childminder has developed a new assessment system, demonstrating her commitment to ongoing improvements. She now takes photographs of the children's achievements, she links these and her observations to the areas of development. The observations are not currently cross referenced to the early learning goals. However, the childminder has a good awareness of children's current stages of learning, in order to plan for their development. She uses topics to plan some activities but mainly uses children's interests to organise resources. This ensures children remain motivated to learn.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	1
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