

## Inspection report for early years provision

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<b>Unique reference number</b>	EY413283
<b>Inspection date</b>	09/02/2011
<b>Inspector</b>	Michelle Tuck
<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 registered in 2010 and lives with her husband and two children in a bungalow situated in South Cadbury, Somerset. Minding takes place in the kitchen/diner, lounge, bathroom and back bedroom. There is an enclosed garden at the back of the premises for physical play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children aged under eight years. There are currently four children on roll in the early years age range. The family keep a pet rabbit in an outside hutch.

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

Overall the quality of the provision is good.

Children make good progress in their learning and development overall, due to the challenging range of activities provided by the childminder and her positive support and interaction. Effective arrangements exist to ensure the health and safety of children is maintained at all times. Detailed policies and procedures are used effectively to provide good quality childcare and systems of assessment are generally developing well. The childminder welcomes all children warmly into her home, forming good relationships with both children and parents and is successful in providing an inclusive environment and meeting individual needs appropriately. The childminder is beginning to assess her minding practice and identify her strengths and areas for future development towards maintaining continuous improvement.

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

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

- develop systems for sharing relevant information with other early years provision where children also attend to ensure continuity and coherence
- improve systems for self evaluation further to maintain continuous improvement effectively
- extend assessment systems further to record children's next steps in learning to clearly show their progress.

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

Children are safeguarded well. There are clear policies and procedures in place and the childminder is confident of the procedures to follow in the event of having any concerns about children in her care. She is aware of the need to record any

existing injuries to children, any accidents and any medication administered. Robust risk assessments ensure children are safe at the childminder's home and when away from the premises. Children are taught to keep themselves safe through clear explanations from the childminder. For example, she explains to them that they must sit on the chair to eat their lunch as they may fall and hurt themselves. The childminder evaluates the activities she provides for the children; however systems are not yet in place to evaluate the whole provision towards maintaining continuous improvement.

Resources are used effectively to support the children's learning and development as they are given choices of activities they would like to do. Systems for observation and planning are developing well, although children's next steps are not always identified to give a clear picture of their progress. The environment is conducive to learning and the childminder has a calm caring friendly approach towards the children. The childminder demonstrates a clear understanding about how to promote equality and diversity. She recognises children's differences and supports their individual needs extremely well.

Partnerships with parents are very good. The childminder is highly motivated to ensure that the parents are extremely well informed and have detailed information about their child's day, through providing diaries and giving verbal feedback. However, the childminder has yet to establish systems to share relevant information with other early years settings that children attend to ensure continuity and develop coherence.

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

Children are happy, confident, active learners and feel safe in their surroundings. They have settled very well in the short time they have been attending. This is due to the childminder's ability to make children feel comfortable in their environment. Children are making good progress in all areas of learning and development due to the very good range of activities provided by the childminder, which provide challenge and interest. Children interact with each other very well and play together, devising their own games. For example, when children play with the small cars, they line them up together, pushing them along the floor. They talk about the colours of the tractors and move these around, with the childminder joining in. The childminder readily gives them positive praise as the children share the farm animals or take turns in a matching card game.

Children enjoy developing their imagination and have very good opportunities to do this through role play. They pretend to pour cups of tea from the teapot and cook meals in the pretend kitchen. Children enjoy learning about the world around them through regular outings around the village. They have a sense of belonging and security and a good self-esteem, building strong relationships with the childminder. Children are well behaved and understand the routines of the home. They are kept well occupied at all times and are encouraged to say please and thank you when making choices at snack time.

Children understand about healthy eating and good personal hygiene, as the childminder is a good role model. She encourages them to follow simple hand washing routines before and after everyday activities. Children enjoy healthy meals and are encouraged to help prepare snacks, for example by buttering their cracker; or take part in activities such as making pizza or biscuits. The children have good opportunities for fresh air and exercise with regular walks to explore the surrounding areas.

## 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	3

### 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	3
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	3
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
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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	3

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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

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

Met