

## Inspection report for early years provision

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<b>Unique reference number</b>	100739
<b>Inspection date</b>	22/02/2011
<b>Inspector</b>	Hilary Tierney

<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 1989 and lives with her husband in Lydney, Gloucestershire, where shops and parks are within walking distance. The childminder is able to take and collect children from school and regularly attends the local carer and toddler group. All areas of the property are used for childminding, with fully enclosed front and rear gardens for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children in the early years age group, and of these, no more than two may be under one year at any one time. The childminder employs three assistants, all of whom work with her on a part-time basis. Currently, there are 11 children in the early years age range on roll.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are progressing well in all areas of learning and development overall. They are happy, confident, have a sense of belonging and feel safe in their surroundings as the childminder generally meets their individual needs. Detailed policies and procedures are in place; however, a statutory requirement relating to documentation is not being met. Parents are kept informed of their child's day through detailed information sharing. The childminder currently uses an informal system of self-evaluation and is able to confidently discuss areas for improvement. She has adequately identified her strengths and weaknesses, addressing recommendations from her last inspection successfully to demonstrate her commitment to driving improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- obtain information in advance of the child being admitted, about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 08/03/2011

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

- extend links between sensitive observational assessments and planning of activities to include children's interests and their next steps of individual learning

- develop older children's independence further with particular attention to snack and meal times
- consider further evaluation of practice and the use of formal self-evaluation as the basis for ongoing improvement.

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

Children are safeguarded well overall as arrangements for safeguarding children are robust and understood by adults caring for them. The childminder ensures she records existing injuries and shares them with parents. Children feel safe, secure and have a sense of belonging. They understand about keeping themselves safe through clear explanations given by the childminder. For example, the childminder tells them to tidy away toys, so they do not become a tripping hazard. Clear accident and medication records are kept; all necessary written parental permissions are in place. However, the childminder does not obtain information in advance of the child being admitted, about who has legal contact with the child and parental responsibility for the child. Although this is a breach of a legal requirement, it does not impact significantly on the way in which children are safeguarded overall. Detailed risk assessments are in place and cover all areas that children come into contact with, including any outings that are taken.

Resources are plentiful and most are easily accessible. The childminder has put together a folder with photographs of the resources to aid selection. Resources are used effectively to promote children's learning and development. The childminder demonstrates a good awareness of how she will offer support to children who may attend with special educational needs and/or disabilities or those who may have English as an additional language. The childminder is fully aware of children's backgrounds and their individual needs and is able to identify any child's need for additional support through sharing information and records with other professionals.

There is a good partnership with parents, who receive information about their child's day when they collect their child. The childminder shares children's learning journals with them so they feel involved in their child's care and progress. Daily diaries are used for younger children when they attend. Partnerships with other early years settings are good and information is shared between them and the childminder, so that all adults are able to contribute to the child's learning.

The childminder currently uses an informal system of self-evaluation and is able to confidently discuss the areas she would like to improve. She has addressed the recommendations from the last inspection successfully and has a suitable understanding of areas to improve her practice and the paperwork she wants to develop. The childminder understands the importance of self-evaluation as an on-going process to help her continue to meet children's needs overall. This demonstrates her commitment to improve and continue to provide good quality childcare.

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

Children are happy, confident, active learners and enjoy their time at the setting overall. They take part in a balanced range of activities which help them learn and develop. Children are given choices throughout the day and enjoy early writing experiences, painting and developing their imaginations. Children create their own pictures and are offered praise when they complete it. The room is decorated with their work which values children and helps them acquire self-esteem, building strong relationships with adults and their peers. Children are able work together and independently. Their behaviour is generally good and they clearly understand the rules of the setting.

Children make friends during their time at the childminder's home. They interact well as they create their own games. Children enjoy making a zoo with animals and construction blocks, building areas for each animal and sorting them into sets. Children also enjoy reading books about animals with the adults, taking part in the story as it is read to them.

Children are developing their imagination. They have great fun pretending to be on a plane and flying on holiday, jumping up when the plane lands. Children learn to share and take turns and are fully occupied when at the childminder's home. Younger children are able to access resources through looking at the folder and choosing what they want to do. They enjoy playing with a play tool box, using the measuring tape to measure the floor and each other with the childminder's help.

Children are beginning to learn about healthy lifestyles. They understand about hand washing and each child has a separate hand towel which helps prevent the spread of infection. Children sit well at the table for both snack and lunch times. They enjoy their food and chat amongst themselves as they eat. The childminder tends to pour drinks for the older children which does not fully promote their independence. Children take part in regular outings and enjoy fresh air and exercise through local outings and garden play.

## 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	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
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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

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