

## Inspection report for early years provision

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<b>Unique reference number</b>	161611
<b>Inspection date</b>	07/04/2011
<b>Inspector</b>	Rachel Edwards
<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 2001. She lives with her husband and child in a bungalow in a rural village near Malmesbury, Wiltshire. The home is within walking distance of the local school and pre-school, and is surrounded by countryside. The whole of the property is used for childminding and there is a fully enclosed garden for outside play. There are a guinea pig and some chickens at the home. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of 6 children at any one time. She currently has 4 children in the early years age group and 9 older children on roll, who are cared for at varying times throughout the week. The childminder takes children on country walks and cycle rides.

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

Overall the quality of the provision is outstanding.

Children flourish in the care of this exceptionally well organized childminder. She works tirelessly with parents and others involved in the care of the children, to make sure that every child is safe, feels valued and achieves as well as they can. They make excellent progress in their learning. The childminder uses her expert knowledge to guide their play, as they take part in highly enjoyable, worthwhile activities. She constantly strives to further improve what she offers, taking account of comments from parents and children and generally taking advice from other professionals.

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

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

- extending the process of self-evaluation in order to identify where children's learning and care could be further developed in line with current thinking and research to enhance further, the outcomes for children.

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

Children are kept safe at all times by the vigilant childminder who is rigorous in identifying possible hazards and taking prompt action to minimize any risks to children. She takes every opportunity to teach children, in interesting and relevant ways how to keep themselves safe. For example, she arranges a visit from the fire safety officer to talk to the children about experiences from their own homes. She understands fully her role in protecting children's welfare and undertakes training to keep herself up to date with child protection issues. This means she knows how

to act promptly and with confidence should she have concerns for a child's welfare. Children benefit from the childminder's strong commitment to extending her knowledge and expertise. Overall, she makes good use of advice from her outside professionals and regularly attends training, although sometimes she is less aware of new sources of support, such as relevant national initiatives, for example 'Letters and Sounds'. Nevertheless, she puts some new ideas into practice, which keeps her highly motivated and able to provide the children with fresh and exciting activities. She is currently attending a course on children's social and emotional development and this is providing her with useful strategies to help children manage their emotions and play co-operatively with others. She constantly reflects on her own practice and how well children are achieving so that her actions are generally well targeted.

Children thoroughly enjoy playing with the extensive selection of well chosen, high quality toys, which they can reach for themselves, both inside and in the large, exciting, garden. They are able to play safely where they wish, choosing between quiet areas, the playroom or places where they can enjoy messy play, in the house or outside. This allows children to follow their own interests and the childminder is able to plan for different ages and abilities and so meet each child's needs very effectively.

She makes excellent use of her local area and beyond to provide interesting and really worthwhile experiences for the children, such as visits to the seaside. The childminder works exceptionally well with parents, which has a significantly positive impact on the children's well-being. Parents are delighted with the relationship the childminder has with their children and the many activities they enjoy. They spend time each day sharing information with the childminder about their child's care and progress. They really appreciate the beautifully presented children's 'learning journals'. These help them to share in their children's achievements and to understand how they are learning through play.

The childminder fully appreciates the importance of working with pre-schools and schools that children also attend so as to provide continuity in their learning and care. She routinely talks to staff that care for and teach the children. She is pro-active, for example, in agreeing a consistent approach to managing behaviour. She has also organised for parents of younger children to attend a session on developing early writing skills, run by the school. These initiatives greatly benefit children helping them make a smooth transition into school.

The childminder knows each child exceptionally well and is highly sensitive to their individual needs; this is a particular strength. She helps children through difficult times in their home lives and thoroughly researches background information to help her care more effectively for those with special educational needs and/or learning difficulties and to ensure that they progress well. Her sensitive approach encourages all children to develop a better understanding of the needs of others. Children come to appreciate differences and to learn about other ways of life and the wider world. For example, they enjoy learning a few simple words in French in anticipation of a holiday to France.

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

Children play in a homely, bright environment, which helps them feel welcome with displays of their own art work and photographs of themselves. They settle quickly and are confident to choose what they want to play with. The childminder achieves an excellent balance between giving children time and space to explore and play on their own and providing some activities, where she leads their play. Here she has a clear direction for what they are to learn, such as looking closely at seeds they sow or weighing and measuring during a baking activity. The childminder monitors children's progress very closely. She notes children's achievements and plans well-targeted activities that will help them take the next step in their learning. In this way, children are constantly challenged with enjoyable but achievable aims and all make very good or excellent progress towards the early learning goals. Children's language is exceptionally well supported. The childminder spends a great deal of time chatting with the children. She often uses photographs of past outings as a springboard for the discussion, such as remembering a visit to the canal and being invited to sit on a boat. This allows children to talk about things already familiar to them and to build on their vocabulary in meaningful ways. Outings such as this also help them develop an excellent awareness of safety, such as how to behave sensibly near water. She encourages them to listen carefully so that they notice sounds around them, such as airplane flying overhead. This helps them begin to hear sounds in words and to link these to letters. Some of the children have fun painting letters on pebbles in the garden and using these to make simple words and patterns. This will equip them well with the skills for reading in the future.

Children learn to use numbers and mathematical language as they play and go about their daily routine. For example, a child holds up a sandwich, 'Look it's a square' he tells others. The childminder is quick to find wooden shapes to compare this with and reinforce their learning. Learning is always purposeful, such as when counting seeds to sow and writing labels to put in the rows. This means that children are highly motivated to learn. They have plenty of opportunities to play outside. The secure garden has lots of space for running, playing ball games and scooting down the path on wheeled toys. There are ample spaces to explore and children especially love exciting games of hide and seek.

Children are very well behaved and play exceptionally well together. For example, young children are thrilled as they chase and burst bubbles together, showing sensitivity and maturity as they learn to take turns. Children feel very much part of the household as they help with daily chores, such as caring for the guinea pig, and collecting eggs from the chickens. They know why it is important to wash their hands after handling the animals and they manage this very well on their own. They grow and tend vegetables and use them in meals they help to prepare or proudly take home the produce to share with their families. This helps them gain an excellent understanding of healthy eating. Meals are always social occasions, when everyone sits together at the table. This creates a relaxed environment to enjoy their food and talk about their day.



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

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### 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

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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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