

## Inspection report for early years provision

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<b>Unique reference number</b>	161859
<b>Inspection date</b>	05/04/2011
<b>Inspector</b>	Susan Harvey
<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 has been registered since 1997. She lives with her husband and three children aged 16, 14 and 11 years, in a house in Chippenham. Within the local vicinity, there are schools, parks and a library. Most of the childminder's home is used for childminding, except the master bedroom. The family have one cat and a Cavalier King Charles spaniel. There is a rear garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight at any one time, of these no more than three may be in the early years age group. She is caring for five children in this age group and five children over five years, some in part-time places.

The childminder is a member of the National Childminding Association. She is an accredited childminder and currently receives early education funding for three and four-year-olds.

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

Overall the quality of the provision is good.

The childminder is experienced in the care and learning of children. She has attended a range of interesting training events since the last inspection in order to improve outcomes for children. Young children are very happy in the care of the childminder and she is inclusive in her practice. The childminder has a good understanding of the progress children make but the information gathered needs to be consolidated. She has begun to informally evaluate her practice but this needs further development. Children are well supported in their language development and there are very effective arrangements in place to ensure their health and safety.

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

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

- make more effective use of self-evaluation to identify any strengths and future improvements taking into account the views of children and parents
- consolidate observations and assessments of children's progress in order to ensure that the next steps in children's learning is clearly identified

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

The childminder clearly understands her responsibility to safeguard children. She is very aware of the process to follow in the event of concern about a child. She has attended several courses on child protection to update her knowledge of safeguarding and has documents to use for support when needed. Documents informing parents of how to make a complaint, as well as policies and procedures, are extremely clear and easy to read. These can be found on her website. The childminder has provided up-to-date information for parents such as the regulators current contact details. Using a detailed written risk record and assessment the childminder has identified areas of risks on and off the premises covering all things a child might come into contact with.

There is a very good level of communication between parents and the childminder. The childminder believes in working closely with parents and verbally communicates all that children have done while in her care. She keeps them informed of the service through her childminding website and provides newsletters when any immediate information needs to be passed on. The childminder's policies and procedures are readily available for all parents to read and are updated regularly when needed. Through observations and regular assessments parents are able to see the progress their children have made. The childminder has started to informally evaluate her practice using training as a means of finding out what further knowledge is needed. However, this is in the early stages of development and does not consistently take into account the views of children or parents, which means at this time, the childminder is unable to fully acknowledge all her successes or identify areas for improvement. Some of the minded children attend other settings. The childminder has made appropriate links and uses the shared information to assist with the children's individual planning of activities. All children have easy access to a good range of toys and resources which assist with their learning through play. The resources supporting all aspects of equality fully cover diversity.

Children make clear progress in their learning and development. The childminder is able to identify their individual learning needs through experience and knowledge of the development stages of children. She has a clear understanding of the Early Years Foundation Stage regulations and requirements in order to help children with their progress and achievements. Children's learning journals are full of examples of their craft work. However, the information gathered in various documents needs consolidating in order for the childminder to have a clearer focus of what she can plan for children's next steps to their learning. Children are cared for in a stimulating environment where a designated play room is well-stocked with quality toys and resources which the children can independently access for themselves.

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

Children feel very safe in the care of the childminder and have a strong sense of belonging. They are happy and show good levels of confidence and self-esteem through the encouragement and support shown by the childminder. The childminder interacts well with children and the organised daily routines help young children to become secure and confident. Children enjoy the opportunity to visit places of interest including visits to the library, travelling on a bus and activity sessions in the local children's centre. Children are cared for in a secure environment. The childminder has addressed all areas of safety in the home in order to keep children safe, for example, stair gates are available to use in the kitchen and at the bottom of the stairs. These measures prevent young children from accessing areas where they might be at risk. As a result, children benefit from the childminder's careful management of their safety.

Children learn about a healthy lifestyle. They have several opportunities to use the garden as an extension to their play. This not only enables them to understand the need for regular fresh air and exercise, but gives them chance to make choices for themselves as to where they would like to play. Through the childminders' good example children are encouraged to adopt high standards of hygiene; regular washing and wiping of hands and noses and their own individual towel, helps children to understand the need to prevent the spread of infection. Children are able to learn about healthy eating by enjoying nutritious home cooked meals and snacks. A balanced diet helps children make healthy choices for themselves. They have the chance to prepare their own sandwiches at lunch time and make a choice about what filling they would like. They have regular access to drinking water using their individual colour coded water bottles and know when they need a sleep or food; overall, with the help from the childminder young children are beginning to be aware of their bodily needs. Children are very independent and are encouraged to manage things for themselves, for example, learning to button up a cardigan, visit the bathroom by themselves and follow simple instructions, such as picking up paper from the floor and placing it in the waste bin.

The childminder takes time to plan activities for children around their individual interests. For example, an interest in weddings initiated a range of activities from making a wedding invitation for parents to providing story books about weddings, princesses and queens. Children become engrossed when using a range of craft materials to express their ideas. They take part in free play activities which includes building tracks with coloured wooden bricks. Children have a busy time in the care of the childminder which enhances their development and increases their experience as they learn through play. The childminder is proactive in her enthusiasm to identify areas where she can increase her knowledge. This includes attending a Makaton signing actions course to help with communicating with all children. Talking to children and communicating with them on all levels is one of the childminder's strengths. As a result, children are learning to develop a good range of vocabulary. Children are beginning to learn how to share through the childminder's gentle persuasion and clear boundaries and are encouraged to apologise immediately if their actions upset another child. The childminder has

high expectations of social skills where 'please and thank you' are encouraged and waiting for all to finish their meal before leaving the table. As a result, the childminder's patience supports and enables children to learn the effect their behaviour has on others.

## 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

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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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