

## Inspection report for early years provision

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<b>Unique reference number</b>	152794
<b>Inspection date</b>	06/05/2011
<b>Inspector</b>	Rachael Williams

<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 two children in a detached house in Worle, Weston-Super-Mare close to local amenities. The whole of the family home is used for childminding including ground floor toilet facilities. There is a fully enclosed garden for outside play. The family cares for a cat and a rabbit.

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 six children under eight years old. There are 17 children on roll; of these, seven are in the early years age range and attend on a part-time basis. The childminder employs an assistant who carries out the school runs. The childminder is accredited and accepts early years funding. Children for whom English is an additional language are supported. The childminder is registered to provide overnight care for one child under eight years old.

The childminder is a member of an approved childminding network and supports local childminders as a mentor for the local authority. She has achieved a level 3 early years qualification.

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

Overall the quality of the provision is outstanding.

The inspiring childminder provides a stimulating and welcoming learning environment where the needs of all children are routinely met. Children make exemplary progress and are nurtured exceptionally well by the dedicated childminder who has excellent knowledge of their starting points and capabilities. Children's welfare is promoted exceptionally well. Highly effective partnerships, at all levels, have been established to ensure that children are fully supported. Rigorous systems are in place to accurately monitor the provision and to maintain continuous improvement.

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

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

- consolidate systems to record when medication is administered.

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

Robust systems have been established to ensure that all adults working or volunteering at the setting have an appropriate Criminal Records Bureau disclosure which the childminder records. The childminder endeavours to care for children in a safe and secure environment. For example, she has recently reviewed her system to risk assess each area used by the children and has acknowledged the need to identify the risk value and the action taken to maintain children's safety. Consequently, a comprehensive record is available. The childminder regularly attends safeguarding training to update her knowledge on child protection issues. She has excellent systems in place to ensure that any concerns are confidentially recorded and shared with key agencies.

Children are cared for by an experienced and well-qualified childminder. She has an excellent understanding of the Early Years Foundation Stage and implements it exceptionally well to improve outcomes for the children. She is proactive in accessing relevant training to enhance children's experiences. Children thrive in the well-organised, homely environment. The dedicated play room has recently been re-organised to encourage children to make decisions about their play. An abundant range of high-quality toys and resources are displayed in named and pictorially labelled containers to encourage their self-selection and to support them when they are tidying away. Children relish responsibility and are keen to use the broom and dustpan and brush to help sweep the floor after their sand and sawdust play. Excellent use is made of the local environment to enhance children's experiences, for instance, nature walks where children are able to hunt a range of bugs. Children become fully aware of their environment and where they live. For example, children are involved in charity events and visit a local old people's home. Children develop a good understanding of diversity and cultures through relevant activities. For example, the children have strong links with an orphanage in India and there are positive images displayed around the play room.

The childminder has excellent knowledge of the strengths and weaknesses of the provision through highly effective self-evaluation arrangements which considers children's and parents' thoughts. For example, the childminder is excellent at listening to children's ideas and accommodating them through extending her resources and providing appropriate learning opportunities. She is meticulous at identifying ways to improve the service she provides and considers the effect this will have on the children. For example, she has plans in place to enhance the outdoor environment which will encourage children's gross motor skills as they will have more freedom on the ride-on toys.

Parents are extremely well informed about the provision. A portfolio is available providing parents with key information about the service provided including well-written policies and procedures. The childminder has willingly offered her time to parents, for instance, in providing an Early Years Foundation Stage evening to explain the requirements. Parents offer positive comments regarding the childminder and the service she provides. Parents comment on how 'settled, happy and secure' their children are and how the childminder is an 'excellent

communicator'. Very strong links have been established with other early years providers to ensure that information is regularly exchanged to maintain continuity in care. Effective liaison with parents and health professionals ensure that children with special educational needs and for whom English is an additional language are fully supported and integrated into the setting. A recognised sign language, Makaton, is used exceptionally well and consistently to enhance children's communication skills.

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

There is an excellent balance of child-initiated and focused activities which contribute to the exceptional progress children make in their learning and development. Exemplary planning arrangements ensure the childminder has excellent knowledge of children's starting points and capabilities which are used exceptionally well to plan for individual learning. Learning priorities are clearly identified and are easily accessible to ensure that appropriate challenge is given in spontaneous activities. Pertinent observations are made and are used effectively to influence future planning and these are regularly reviewed to ensure children are making progress.

The childminder interacts exceptionally well with the children to ensure they are appropriately challenged. For example, when constructing monsters the childminder discusses the parts and encourages children to name the features. Children consistently show good fine motor skills as they link the pieces carefully together. Children are encouraged to develop their imaginative play according to their interests, for instance, one child describes his creation as light sabres. Children count well using one-to-one correspondence as they point to each structure and identify colours competently. The childminder is mindful of children's developing needs and ensures activities are adapted to include all. For example, the childminder organises short activities to encourage a child to engage in messy play experiences. Children thoroughly enjoy their water play and as they explore the sea creatures they share their experiences of a recent visit to the Sea life Centre showing good communication skills.

Children have access to an excellent range of high-quality toys and resources which reflect their interests and stage of development. In particular, the childminder has an excellent range of resources to promote children's understanding of information and communication technology. For example, children have access to a talking photograph frame, dark den and light box which they use competently. Children thoroughly enjoy exploring sound and use the microphone to accompany their favourite songs and rhymes as they dance.

Children are encouraged to show respect and care for animals. For example, a visitor from a group encourages children to learn how to look after animals and how to handle them appropriately. There are effective systems in place to ensure that children are protected from the family's pets as good hygiene arrangements have been established, such as appropriate hand washing after stroking or feeding

them. Robust systems have been established to ensure that cross infection is limited, for instance, children dry their hands on individual paper towels and dispose of them appropriately. Care and consideration is given to each child as they have their nappies changed on a sterile mat. The childminder responds to younger children's 'babble' and ensures they are comfortable. Children respond well to the close connection they have with the childminder and are happy and settled. Children's behaviour is exemplary. They are actively involved in interesting activities and there are little opportunities for them to be bored or disinterested. Children are very clear on routines. For example, when it is time for a story they independently access a bean bag and sit comfortably in the lounge. They listen attentively and the childminder actively involves them in the story, for instance, to write a shopping list and to pay for the items. The childminder consistently talks to the children, effectively questions them and offers clear explanations as to why they are doing things to ensure their understanding and to develop their communication skills.

Children are fully protected on outings as the childminder has ensured that all journeys and venues have been appropriately risk assessed. Very good systems have been established to ensure children's safety, for instance, key rings with relevant information are clipped to each child. The childminder is very sensitive to children's needs and, acknowledging that one child is fearful of loud noises, encourages their awareness of safety and emergency evacuation procedures through role play and reassurance. Children are given gentle reminders to ensure their own safety as well as their friends. For example, a child is reminded not to throw sand as it may go in the baby's eyes and hurt them. There are robust systems in place to ensure that administered medication, accidents, existing injuries and incidents are routinely recorded and shared with parents.

## 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

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