

## Inspection report for early years provision

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<b>Unique reference number</b>	110409
<b>Inspection date</b>	01/06/2011
<b>Inspector</b>	Tracy Bartholomew
<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 2000. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband, father and one school age child. Her husband is also a registered childminder. Their home is a three bedroom, detached house, situated on the edge of a village in a rural area between Hungerford and Newbury, Berkshire. The childminder can take children to and collect them from, local schools and pre-schools. The entire house is available for childminding purposes although in practice the downstairs areas are mostly used. A fully enclosed rear garden is available for outside play. Her registration permits her to care for six children under the age of eight years, at any one time. When minding with her husband, they may mind a total of eight children together. She currently minds nine children aged from 18 months to 10 years, all of whom attend on a part-time basis.

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

Overall the quality of the provision is good.

Children are making strong progress overall in their learning and development whilst in the care of this childminder. There are sound procedures to maintain continuity of care and effective systems are in place to engage with parents. The childminder undertakes an encouraging programme of self-evaluation, which generally highlights areas for future development well. There are clearly strengths in aspects of current leadership and management, including plans for the future. The childminder demonstrates a good commitment to 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 further assessment systems to show how children can progress to their next steps of learning
- develop the partnerships with other early years provision further, in order to promote fully a consistent and cohesive approach to children's learning and development.

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

The childminder demonstrates a high level of commitment to promoting children's safety. She ensures that the arrangements for safeguarding children are robust,

regularly reviewed and are carefully managed, this incorporates a thorough risk assessments. Effective procedures are in place for identifying any child at risk and the childminder has a good understanding of the routes of referral in the event of a concern. The environment in which the children are cared for is very safe and supportive in promoting their own understanding of how to maintain their own safety.

Children's progress in relation to their starting points is good. Resources are well utilised, fit for purpose and support the children's learning and development very well, which as a result promotes and enhances their development. Children achieve well due to the effectiveness of setting that they are in. The childminder is taking appropriate steps to ensure resources and the environment help to promote sustainability.

The childminder has a good knowledge of each child's background and needs. She ensures that they feel valued and is taking effective steps to close identified achievement gaps. The childminder ensures that the children understand the society that they live in through the well planned and available activities toys and resources. The childminder has good systems in place to promote equality of diversity. She uses her knowledge and understanding well to check that planning incorporates festivals and cultures, whilst developing the children's understanding of the world around them.

The childminder has an effective system for self-evaluation and has identified areas for future development. For example, she recognises the need to further review some policies and procedures. The childminder is dedicated to her role and is planning to refresh her training. The childminder has highly positive relationships with parents and carers and relationships are well-established, which as a result ensures each child's individual needs are met. Parents and carers are kept well informed about their children's achievement, well-being and development through one to one daily communication. The childminder has built useful partnerships with others concerned with the children. She is unable to fully demonstrate how this benefits the children, but acts as a go-between for the parents and professionals, relaying important messages.

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

Children feel safe and secure in this setting as the childminder is friendly and very attentive to their needs. She has bonded exceptionally well with the children and their families which, as a result, enables her to meet their individual requirements very well. All children receive good one to one attention, comfort, eye contact and interaction from the childminder who ensures that she is familiar with their daily routines. This helps them feel secure. They all enjoy a varied range of activities, which cover the six areas of learning well. The childminder maintains their interest effectively through her enthusiasm and a good variety of stimulating activities. Children have a wide range of opportunities to engage in creative work. For example, they enjoy making pictures with crayons and pens which clearly helps to

promote their hand and eye co-ordination. Children have good opportunities to learn about the local environment; they enjoy regular visits to the shops, socialising with peers and exploring the farmland.

Children have daily opportunities to play outdoors in the safe and enclosed garden, which has a good range of resources including a trampoline and sandpit. They have regular outings in the local environment, such as visiting the local parks and exploring within the fields. This encourages them to be active on a regular basis.

The childminder is committed to promoting healthy eating as she supplies nutritious snacks and drinks, which children enjoy according to their individual routines. The children benefit greatly from the childminder's good knowledge of their individual levels of development. She frequently refers to the Early Years Foundation Stage guidance to track their progress. However, she does not use her observation records to fully identify children's next steps in learning in order to further support planning.

Children have good relationships with adults. They play well on their own and with the childminder. They thrive as their interests are consistently well planned for and incorporated within the day. For example one child has a great love of trains, so this interest is used to promote his fine motor skills in negotiating the track and developing his understanding of numbers and colours as these are labelled on the trains. Children's interests are then continued as they play with a ball with a train motive, which consistently engages the child, whilst promoting his large motor skills.

The childminder has a consistent approach to behaviour as she praises positive behaviour and encourages children to show respect and care for others. Children's behaviour is good overall; they share toys fairly and enjoy taking turns on the swing in the garden. Children's cultures, beliefs and religions are respected and children are starting to become aware of some differences and similarities of others, through use of planned activities such as Chinese New Year and other cultural celebrations. The childminder has a selection of resources such as books and small world people that promote positive images, this compiled with regular outings in the local community help to develop children's sense of belonging.

## 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	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	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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