

## Inspection report for early years provision

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<b>Unique reference number</b>	110408
<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. He is registered on the Early Years Register and both the Compulsory and Voluntary parts of the Childcare Register. He lives with his wife, father-in-law and one child. His wife is also a registered childminder. Their home is a three bedroomed, 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 is used mainly. A fully enclosed rear garden is available for outside play. The childminder is a member of the National Childminding Association. His registration permits him to care for six children under the age of eight years, at any one time. When minding with his wife, they may mind a total of eight children together. They currently mind 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 confident, relaxed and very happy in the care of this childminder, which as a result enables them to make good progress overall in their learning and development. The childminder has highly positive relationships with parents and is developing practices with other professionals to maintain continuity of care. The childminder has effective steps to evaluate his setting and has undertaken a programme of self-evaluation which highlights areas for future development. As a result there is a clear capacity for ongoing improvement and outcomes for children are good.

## **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 provisions 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 has a secure understanding of his role in safeguarding children. He demonstrates a high level of commitment to promoting children's safety and has an accurate understanding of the procedure to follow for child protection. Arrangements for safeguarding are robust. Risk assessments are regularly reviewed, carefully managed and fully understood by the childminder, which as a result ensures that the home is safe and all hazards are minimised. The children are taught to be safety conscious without being fearful, which as a result enables them to think through their actions before they access the trampoline, for example.

The childminder has good systems in place to promote diversity. He uses his and his co-minders knowledge well to inform planning, which as a result ensures that all children are included and valued. He has a good knowledge and understanding of each child's background and individual needs and ensures that he maintains their welfare consistently throughout the day. This as a result enables the children to feel valued and secure whilst taking effective steps to close identified achievement gaps. Resources are well used, accessible and fit for their purpose, they confidently support the children's learning and development, which as a result enhances and fulfils the children's development accurately. Children achieve well due to the setting that they are in and the childminder is making a strong emphasises to sustainability.

The childminder has undertaken a self-evaluation and uses this to review and reflect on his current practices. He is committed to embedding his ambitions and is seeking guidance on future training to further support his knowledge and understanding. The childminder has good partnerships with his parents and he regularly seeks their opinions through one-to-one communication and written references. 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 suitable understanding of how to promote wider partnerships, but thus far has not developed these effectively with other early years providers of the Early Years Foundation Stage.

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

Children are confident, relaxed and clearly very happy within the environment. They know where resources live and access these for their favourites when ready for a change. Some enjoy role play with dolls, whilst others enjoy exploring and extending their love of the trains. Creative fun is encouraged in all methods the children clearly have great fun making patterns in the sand outside. The childminder is actively involved in the children's play and they readily go to him for support or assistance especially with their love for the trampoline. The children are beginning to understand the need to share toys fairly; they take turns on the

swings and waiting accordingly for their turn with the play materials. Throughout all activities the childminder is at hand to assist or engage with the children, he is skilful at her questioning technique to consolidate learning and develop reasoning, this in turn promotes the children's continued development.

Children quickly respond to the activities on offer. They become excited when the childminder plays with the water with them; they enthusiastically pass him the wind up swimming animal to enable him to set this off in the water. They watch the movement of the animal and the waves it creates; they laugh and squeal excitedly to the childminder until he does it again. While they are engrossed in activities on offer the childminder makes good use of their interest by helping them to identify different colours and to develop early counting skills. Throughout the day the children enjoy a varied range of activities which cover the six areas of learning well.

Children have good opportunities to learn about the local environment, the childminder is a farmer and the children benefit immensely from his experiences and role, they are able to watch as the calf's newly born and develop their understanding of harvest. In addition the children regular enjoy visiting the shops, socialising with peers and visiting the local parks. This encourages them to be active on a regular basis, whilst promoting their knowledge and understanding of the world and social development.

The childminder is committed to healthy eating as he 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. He frequently refers to the Early Years Foundation Stage guidance to track their progress. However, he does not use his observation records to fully identify children's next steps in learning in order to further support planning.

Children's behaviour is good overall, which is due to the childminder's consistent approach, as he praises positive behaviour and encourages children to show respect and care for others. The childminder has a good selection of resources, such as books and toy people that promote positive images of diversity; this helps to develop children's sense of belonging and understanding of the wider world.

## 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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