

## Inspection report for early years provision

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**Unique reference number** 109006  
**Inspection date** 15/07/2011  
**Inspector** Susan Harvey

**Type of setting** 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 1993. She lives with her husband and one grown up child in the Abbey Meads area of Swindon. The whole of the childminder's house is used for childminding and there is a fully enclosed garden 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 years at any one time, with no more than three may be in the early years age group, when working on her own. When working with another childminder at the above premises, she may care for no more than 12 children under eight. She currently minds four children in the early years age range with her husband, some in part-time places. The childminder also cares for children over the age of five. The childminder is also registered to care for one child overnight. The childminder walks to local schools to take and collect children.

The childminder supports children with special educational needs and children with English as an additional language. She is a member of an approved childminding network and part of an accredited community childminding scheme. She is currently in receipt of funding for one child for nursery education. The childminder is a member of the National Childminding Association and belongs to the local childminders' group.

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

Overall the quality of the provision is outstanding.

The childminder is qualified and experienced in the care and learning of children. She has attended a wide range of interesting training events which encompass how she has improved outcomes for children. Children are extremely happy and settled in the care of the childminder and she is inclusive in her practice. The opportunity for children to develop their practical experience in the garden is to be explored. The childminder rigorously evaluates and monitors her practice. Children are extremely well supported in their language development and there are effective arrangements in place to ensure their health and safety.

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

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

- create further opportunities for children to enhance their practical experiences in the gardening, for example, growing vegetables and flowers

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

The childminder has a clear comprehensive awareness of safeguarding issues and 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 a child protection course to increase her knowledge of safeguarding. Policies and procedures are robust in order to ensure that children are kept safe. Documents informing parents of how to make a complaint are readily accessible and the childminder has provided up-to-date information for parents regarding the regulator's current contact details. Using a very comprehensive written risk record and assessment the childminder has identified all areas of risks on and off the premises which covers everything that a child might come into contact with.

The childminder has a highly positive relationship with all parents and there is a very good level of communication. Working closely with parents to develop strong communication levels, is what the childminder believes in very strongly. For example, she has improved communication with parents through the establishment of a website where information, policies and procedures are posted on a regular basis. This has meant that new parents are encouraged to visit the site prior to meeting with the childminder. The childminder has also ensured that parents without access to a computer are kept informed of the service she provides, through monthly written newsletters and a policies and procedures file. The highly inclusive system of communication ensures that there is a consistent and productive partnership with parents, children and other settings to which they attend. The childminder has efficiently evaluated her practice using the Ofsted self-evaluation form as well as being part of an accredited network system which also monitors the childminder's practice. Parents and children are very involved in the evaluation. Their views and suggestions about the provision are valued and monitored by the childminder as well as being able to regularly answer a questionnaire. Children write complimentary letters to Ofsted highly commending the childminder as they leave to go to senior school. Parents have regular opportunities to contribute to their children's progress by easy access to the learning journals and recording their achievements at home. Children who attend other settings have the advantage of benefiting from the childminder's enthusiasm to work in close contact with the children's key worker and use the child's progress in other settings as part of her planning for their individual needs.

Children have access to high quality resources both indoors and outside in the garden. Outcomes for children's progress and independence are clearly attributed to the excellent use of resources. The opportunity for children to spontaneously use resources indoors and outside is instrumental in their learning. For example, the childminder makes the most use of the outdoor area giving children the opportunity to investigate the natural world. She provides mirrors, chimes and streamers so that children can spontaneously investigate the effects of the wind. Children clearly benefit and flourish as a result of the childminder's clear understanding of how they learn. All resources and opportunities fully cover diversity including books relating to gender and culture. The highly stimulating and welcoming environment fully reflects children's background and the wider

community. Since the last inspection the childminder has continued to attend a variety of interesting training events. Examples of these are, 'How to encourage a language rich environment', 'The use of sign language in the setting' and 'Develop a focus on knowledge and understanding of the world and physical development'. The childminder is very proactive in attending courses and improving her knowledge which has a sizeable impact on outcomes for children's learning.

## **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. Through the encouragement and support shown by the childminder at all times, children display high levels of confidence and self-esteem. For example, they make decisions about where they want to play, either indoors or outside in the garden. The childminder provides appropriate clothing so that they can make this decision in all weathers. The close interaction with the children and the organised daily routines by the childminder helps young children become secure and confident. She has addressed all areas of safety in the home in order to keep children safe, for example, stair gates fitted at the kitchen door prevent children from accessing areas where they might be at risk. Children safely use a range of tools and equipment and know how to handle these in order to keep safe. This is managed through the childminder enabling children to take supervised risks which teach them necessary skills for the future. An example of this is the purchase of small safety knives so that children can cut up their own fruit at snack time. Through a strategically placed safety mat at the bottom of outside steps, young children learn how to climb low level stone steps, safely. As a result, children benefit from the childminder's careful management of their safety experiences.

Children learn about a healthy lifestyle. They have spontaneous 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. Children have ownership of their health and well-being. They can choose their own snack, know when they need a drink of water, are aware that sun hats must be worn at all times and that sun cream is applied before going outside. Through the childminder's good example children are encouraged to adopt high standards of hygiene; regular washing and wiping of hands 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 menu is provided to show parents the balanced diet children receive and it also helps children make healthy choices for themselves. As a result, all children are learning to make healthy decisions. Through the childminder's gentle approach, children learn to care for each other, they share, take turns and make firm friendships with each other and the childminder. She embraces diversity through the provision of books and resources, photographs of various adult roles, and listening to parents cultural wishes and putting them into practice.

Children make exceptional 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. Through the detailed observations and regular assessments parents are able to see the progress their children have made. These are clearly linked to their progress and the next steps in their learning. The childminder takes time to plan interesting activities for the children. An example of this is, the provision of several sets of children's binoculars provides an ideal tool for watching aeroplanes in the sky as they travel to the nearby air show. The camouflage net covering the entrance to the summer house gives children with a place to hide, as well as being protected from the heat of the sun. The numbered 'parking space' allocated for ride on toys in the garden contributes towards children's constant recognition of numbers one to five. As part of the 'Every Child a Talker' scheme the childminder develops children's communication and language in many areas of her planning and resources. Such as, children experience the reality of 'Going on a bear hunt' when the story moves to the nearby wood. Children's opportunities to have practical experience of growing food and flowers in the garden, needs to be further developed. Children are able to experience learning in a fun way. They go out on shape walks around the area, looking at everyday objects and linking them to various shapes which are then recorded. They learn about the area in which they live, as the childminder invites people into the setting who work in the community to share their role with the children. The visit from a police officer gives children the chance to try on a real police officer's hat; a selection of role play resources also supports the visit so that children can act out being a police officer wearing hats and driving ride-in toy cars. In planning activities for the children the childminder uses supporting evidence, such as photographs and examples of the children's craft work to link closely to the Early Years Foundation Stage guidance. Children enjoy the challenge of solving problems. This is managed by the childminder providing a string bag filled with containers, jars and tins with lids. Children take time to learn how to take off the top, twisting and turning to release the lid and then working out how to put it back on again. Overall, children have an exceptional range of experiences and challenges in order for them to learn through play and help them develop skills for the future.

## 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