

## Inspection report for early years provision

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<b>Unique reference number</b>	118413
<b>Inspection date</b>	11/10/2011
<b>Inspector</b>	Debbie Starr
<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 1998. She lives with her husband and one adult son in Easton in Gordano, North Somerset. The whole of the ground floor is used for childminding. There is a fully enclosed back garden. The family have a pet dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is currently caring for seven children within the Early Years age group. All children attend on a part time basis. The childminder makes use of local facilities including toddler groups, library and parks and takes children to and from local schools and nurseries.

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

Overall the quality of the provision is good.

The childminder effectively identifies plans and meets the individual needs of children in her care, enabling her to promote their welfare and development well overall. Children make good progress in their learning and development overall in relation to their starting points. Good partnerships with other early years providers that children attend ensure continuity in children's care, learning and development. However, partnerships with parents are not as well established. The childminder demonstrates a clear commitment to continuous improvement through effective self-evaluation that ensures the 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 the two-way flow of information with parents regarding their child's ongoing progress and development, to promote a shared approach to children's care, learning and development
- develop the use of snack and garden time to make more effective use of spontaneous learning opportunities.

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

Children's welfare is effectively promoted by regularly reviewed policies and procedures which are followed, well maintained, organised and shared with parents. Appropriate arrangements ensure all adults in the household have undergone suitable vetting procedures. Ongoing training focused on safeguarding issues and child protection ensures she is confident in procedures to follow and well able to protect children from harm. Vigilant assessment of risk in all areas of her home and outings ensure children are cared for in a safe and secure environment. For instance, access to some areas of the garden is restricted in the autumn due to falling fruit from trees. Children easily access a wide range of high quality toys and resources that support their play and reflect their interests. Visits to toddler groups, local places of interest and parks promote children's awareness of their local community. The childminder has a good knowledge of individual children's backgrounds and needs overall. Children's understanding of their local community, diversity and the wider world is promoted well. They spontaneously play with resources that reflect diversity. and participate in well planned regular activities both within her home and at a local childminder group. For example, children create streamers and dance around the village maypole on May Day.

The childminder clearly demonstrates a strong commitment to her continuous improvement through effective self-evaluation that is well targeted in most areas of her practice. She is committed to developing her understanding of early years through training, discussion with other providers, advice given by a range of professionals and views of parents. For example, training undertaken to develop and improve her understanding of inclusive play has had a significant impact upon her evaluation of accessibility to resources by children and the layout of her home. As a result, the outcomes for children are good. Recommendations from the last inspection have been addressed fully. Future areas for improvement are clearly identified through her use of her local authority quality improvement planner. These include the extension of ICT resources to enhance children's skills for the future.

The childminder builds positive relationships with parents, who are very appreciative of the care given and progress their children make. They are well informed of her practice through regular discussion, daily diary and written policies and procedures. Clear displays inform parents of the Ofsted contact number, activity routines and menus. Discussion and access to written observations informs parents of their child's achievements. However an ongoing exchange of information about children's next steps in learning is not well established so as to bring about a shared approach to children's care, learning and development.

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

Children are at ease and secure with the childminder because she knows them well, meets their individual needs and understands how to help them to settle and separate confidently from their parents. Children make good progress overall; assessment through observations and accurate evaluation are used effectively to clearly identify and individually plan for children's next steps in learning. Discussion and information gained when children first start contributes effectively to this process of assessment. The childminder's interaction supports children's learning and development ensuring they are stimulated and intrigued by resources and activities that reflect their interests and offer suitable challenges overall. Children listen to the childminder and are keen to develop skills to manoeuvre remote control vehicles in different directions. They re-create their ideas and use their imaginations as they walk like robots and dinosaurs and are encouraged to find their voices in a variety of ways. Children enjoy manipulating dough with their hands and make effective use of the wide variety of tools to re-create their imaginations. They develop physical skills with the support of the childminder according to their abilities such as using props to create hair and cut shapes. However, activities that offer spontaneous learning, such as snack time and garden play, are not used fully effectively to promote and support children's mathematical understanding.

Children demonstrate an exceedingly good awareness and understanding of good hygiene from an early age, through effective use of visual aids to support routines and unprompted washing of hands. Highly effective planned activities and excellent use of equipment promotes children's understanding of healthy lifestyles. Children visit the local greengrocers and choose fruit and vegetables for meals and make their own soup for lunch. Significant thought is given to appropriate equipment both inside and outside to develop children's individual physical skill such as, balance and co-ordination. The childminder makes excellent use of recently attained information such as the nutritional value of foods such as pasta to provide healthy, nutritious and balanced meals. Children understand how they keep themselves safe within the home. For example, they recognise that the colour red represents danger such as a hot tap. Children regularly practise evacuation procedures. Children are kept safe on outings through the wearing of reins and use of identification wrist straps. Children's understanding of how and when to cross roads is effectively reinforced through frequent discussion and reminders. Children's confidence and self-esteem increases due to the frequent praise and consistent and calm approach by the childminder. Children's behaviour is good. They are supported well to listen, take turns and play cooperatively together. Consequently children develop good skills for the future. Children demonstrate a strong sense of belonging and form strong attachments to each other.

## 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	3

### 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	1
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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