

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY273956    |
| <b>Inspection date</b>         | 25/10/2011  |
| <b>Inspector</b>               | Jan Moutter |
| <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 2003. He lives and works with his wife, who is also a registered childminder. Their children are 14 and nine years of age. They live in Haydon Wick, a district of Swindon, Wiltshire, close to shops and the many local parks. The childminder takes and collects children from local schools and pre-schools. The whole ground floor of the childminder's house is used for childminding, together with a first floor bathroom and bedroom for overnight care. There is a fully enclosed garden available for outdoor play. The co-childminders have another setting which is also registered for childcare but is undergoing repair for flood damage and was not inspected at this visit.

The childminder offers care on a daily basis, as well as before and after school, and during school holidays. When working on his own he is registered to care for a maximum of six children under eight at any one time, of whom no more than three may be in the early years age range. He is also registered to provide overnight care for one child. When working with his co-childminder he is registered to care for a maximum of 11 children under eight at any one time, of whom no more than six may be in the early years age range. He is currently minding four children in the early years age range on both a full- and part-time basis. He is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is an accredited childminder and a member of the TRIO Childminding Network and the National Childminding Association.

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

Overall the quality of the provision is outstanding.

Children flourish due to the childminder's thorough understanding of their individual needs, which enables him to promote their welfare and development exceedingly well. The childminder's excellent knowledge and understanding of how children learn ensures they make the best possible progress. Overall, there are excellent partnerships with parents and highly effective and proactive links with external agencies and some early years' providers. These contribute significantly to ensuring continuity in children's care, learning and development. The childminder is always striving to improve and quick to review his practice and systems and procedures are robust. He works collaboratively with others to continually evaluate the quality of the provision, which ensures the best possible outcomes for children overall.

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

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

- improving opportunities for children to be more involved in daily routines to promote their life skills
- developing further the two-way flow of information with other settings children attend in order to increase continuity in their learning and development.

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

Rigorous checks help ensure that all adults working with children are suitable to do so. Children thrive in the care of the dedicated childminder. The childminder is committed to developing his skills through sharing of good practice and frequent training. The childminder's excellent understanding and working knowledge of child protection issues and procedures to follow if he has a concern about a child ensures arrangements for safeguarding children are robust. Comprehensive risk assessments and thorough daily checks on all areas of his home and outings are undertaken. The well-considered review of risk ensures children are cared for in safe and secure environments where hazards are vigilantly identified. All required records and documentation are well maintained and shared with parents. The childminder is always striving to improve and as a result ensures the best possible outcomes for children.

The well organised layout, with a well equipped rear garden and excellent use of well-used but quality resources reflecting children's interests, contribute significantly to their learning and development. The uniqueness of each child and their family is fully embraced. A wide range of interesting ongoing activities and resources support children to recognise their own and others' diverse qualities. For example, the childminder is careful in his choice of visual images on paperwork and when selecting books or dolls for the children to play with so that they represent diversity in a very positive light. The childminder talks openly to children about those with special educational needs and/or disabilities, to establish an atmosphere of respect and understanding. The childminder shows good commitment to ensuring children's individual cultures, languages and other needs are fully met when appropriate.

The childminder has a strong commitment to continuous improvement as he strives for excellence. This is achieved through frequent review and evaluation of all aspects of his provision and children's learning. This involves parents, children and local early years network advisors. Consequently, the childminder ensures that children thrive and are assured of the best possible outcomes. His self-evaluation identifies the need to establish more effective links with other early years' provision children attend. The childminder has prioritised training to gain a further understanding of how to support children with special educational needs and/or disabilities.

Children's experiences are enhanced through highly effective partnerships with parents and some other professionals. The childminder forms highly collaborative links to ensure that each child is given the support they need. Links with some

early years providers are positive but still developing. Parents are exceedingly complimentary about the care given and progress their children make. They are very well informed of the childminder's practice through discussion and a regularly updated comprehensive prospectus. There is also a wealth of information on display such as daily menus, fire drill, children's activities and Ofsted's contact number. Parents are kept informed about all aspects of their child's achievements and development. They have regular discussion with the childminder, a daily diary and frequent access to written observations and identified next steps in learning. Parents are supported and encouraged to play an active role in their own child's ongoing learning and development. For example, they share ideas supporting the introduction of toilet training to promote independent self-care.

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

Children make excellent progress in their learning and development in relation to their starting points and subsequent achievements. Children's progress is frequently observed, assessed and evaluated. Planning for children's next steps in learning and development is highly effective and responsive to children's interests. The childminder uses his excellent knowledge of the children and the learning potential of resources to ensure that priorities in learning are supported well. Clear guidance and time to repeat and practise supports young children highly effectively to develop and embed skills. For example, children follow instructions and start to problem solve as they place small figures into vehicles that they push along a track. They observe objects that open and close and attempt to create the same effect. They are intrigued by mixing the different colour of play dough and are able to create plates full of food, with eggs and chips, or pumpkins, grapes and many other creations from their own imaginations.

Children spontaneously select toys and set up their play of families where they dress up and invite one another over for tea. Children willingly hold a spoon whilst eating their lunch and use this skill to place food in their own mouth. Constant responses, introduction and repetition of language and good eye contact support young children's emerging language exceedingly well. As a result they develop excellent skills for a sense of community. Overall there is a balance of adult-led and child-initiated activities, although children are not involved in daily routines, such as preparing for snack and lunch time, to further enhance their life skills. Children from an early age develop an awareness of the importance of sustainable materials. They sort and dispose of plastic and re-use paper.

Children demonstrate an excellent understanding of good hygiene routines, such as thorough hand washing from an early age. They engage in a wide range of physical activities that promote their understanding of the importance of regular exercise as part of maintaining a healthy lifestyle. High quality home prepared meals, which include fruit and vegetables they have grown themselves, promote healthy eating. Children are taught to be safety conscious. They develop a strong understanding of how to keep themselves safe, both within the home and on

outings. Displayed photographs that lead to open ended questions are used effectively to promote discussion about activities and their safety, both inside the setting and out. Children are encouraged from a young age to walk safely and to observe road safety. Visits from the local police enhance children's awareness of people who help us and they also got to try on helmets and hats. Children show an extremely strong sense of security and belonging and delight in seeing the childminder's own children. The childminder is highly skilled as he helps children to manage their own behaviour through sensitive and appropriate guidance. Children's confidence and self-esteem is increased greatly due to frequent praise and encouragement from the childminder and leads to their exemplary behaviour. The childminder has a consistent, respectful and clear approach to minding.

## 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

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|--|---|
| <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

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|--|---|
| <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                             | 2 |
| 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  | 2 |
| 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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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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### Outcomes for children in the Early Years Foundation Stage

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| <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**

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| 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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