

## Inspection report for early years provision

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<b>Unique reference number</b>	154774
<b>Inspection date</b>	08/11/2011
<b>Inspector</b>	Beverley Blackburn
<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder registered in 1993. She lives with her two teenage children in the Coleview area of Swindon, Wiltshire. Shops, a park, library and other town amenities lie within walking distance. The childminder can take children to and collect them from local schools and pre-schools. The family keeps a number of guinea pigs, a cat and dogs as pets.

Minded children may use the entire house, although in practice they usually remain downstairs. A fully enclosed rear garden is available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for six children under the age of eight years, at any one time. The childminder currently minds a total of four children, of whom two are in the early years age group, and all attend on a part-time basis.

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

Overall the quality of the provision is good.

Children are developing consistently in a welcoming and caring environment where their individual needs are effectively met overall. The home is well-organised to provide children with stimulating choices from an excellent range of attractive resources, enabling them to be actively engaged in interesting and challenging play. The childminder observes and assesses children's exceptional progress from their starting points very well, and shares this information accurately with their parents. Children's learning and welfare needs are very well met through excellent partnerships with parents. Required documents are successfully maintained to help ensure children are effectively safeguarded. Overall, the childminder's robust systems of self-evaluation and her clear understanding of best practice demonstrate a good capacity to maintain continuous improvement, with careful reflection ensuring ongoing developments to benefit outcomes for all children.

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

To further improve the early years provision the registered person should:

- encourage children to develop their emerging writing skills, providing increasing opportunities for them to explore the written word and to make marks using a variety of materials.

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

Children's health and safety is enhanced by the childminder's efficient organisation and her positive approach to promoting their welfare. The childminder fully understands her responsibilities to protect children. She is aware of the safeguarding children procedure and who to consult in the event of any cause for concern. She adjusts her practice to keep children safe, and keeps a detailed record of risk assessments, which are accurately recorded and dated.

Children play in a welcoming and well-organised environment enabling them to become competent, creative learners. Children enjoy an extensive range of toys and other learning resources that the childminder has built up with an excellent understanding of children's needs and the way that they learn. Children also benefit from the efficiently planned space with easy access to an excellent range of resources. The childminder has a good understanding of equal opportunities and how to meet the individual needs of all the children. All children are valued and engaged in a range of activities and experiences, which helps them to value diversity and differences. Children demonstrate a high level of confidence and self-esteem and are learning to work independently and with their peers.

The childminder has a good knowledge of the Early Years Foundation Stage and offers activities in each of the six areas of learning. She uses learning journeys to record observations on the children and the information she gains is used to plan activities for the children, according to their interests and ability. She is flexible with her planning and often takes the children's lead. She reviews the assessment system to gain an understanding about next steps for each child across all areas of learning to ensure a balanced curriculum. The childminder develops links with other settings that offer early years education, such as the local pre-school.

The childminder skilfully evaluates her provision through reflective practice, identifying strengths and areas for improvement in the services she offers. For example, she identifies developing her own knowledge through additional training and introducing parental questionnaires to gain important feedback on her service. The childminder further demonstrates her capacity to improve by effectively addressing the recommendations from the last inspection to improve her provision.

The highly positive relationships with parents ensure each child's needs are well met. Parents are made to feel welcome and are exceptionally well-informed about the setting and many aspects of their children's learning and well-being. The childminder regularly shares children's achievements in learning with the parents through their individual learning journals. Parents are extremely happy with the service the childminder provides. This is demonstrated through letters and thank you cards. Lovely comments such as 'excellent activities plans which includes the children's ideas and interests', and 'happy that their child is learning through play', shows parents' appreciation. Children benefit from the excellent partnership between the parents and the childminder which enables continuity of care and coherence in children's learning.

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

Children are cared for in a safe, secure and supportive environment. They are happy and relaxed with the family, settling well and showing their growing confidence in the childminder's company. Children enjoy a wide range of well-planned activities that develop their future skills. Activities include opportunities to develop their mathematical thinking, physical development, language and creative skills and their knowledge and understanding of the world. Children's progress is attributed to the childminder's excellent use of the resources. Children are active, inquisitive and independent learners and have a thirst for learning. The childminder makes herself available to support and encourage the children in their play; for example when children play board games and take part in creative and imaginative play. Though she offers quality interactions, the childminder does not always encourage children's emerging writing skills with opportunities for making marks and exploring the written word. The childminder makes careful observations of children's development and asks parents questions to gain a thorough understanding of children's individual needs, abilities and learning styles. Her findings are carefully logged through notes and photographs to enable accurate assessment of children's progress and ascertain children's next steps in learning towards the early learning goals. Activities are clearly linked to the areas of learning and development, enabling the childminder to support children to achieve and make positive progress.

The childminder's home is organised to give children suitable freedom to select different activities. They have access to an imaginatively resourced and flexibly planned playroom. The children benefit from the childminder's positive approach and her involvement in their play. She encourages children's developing language as they talk together throughout the day about what they are doing. Children's progress and skills in information communication and technology is clearly developing. They have access to a good selection of electronic and programmable toys to support their learning and extend the skills they need to secure future learning. Children positively respond to praise and encouragement from the childminder, which increases their self-confidence and builds self-esteem.

Children learn the importance of a healthy lifestyle. They enjoy healthy and nutritious meals and have regular access to fresh drinking water. The childminder is aware of children with special dietary and religious needs. Well-established routines for hand cleaning ensure that children adopt good personal hygiene from an early age. Children enjoy daily opportunities for fresh air and exercise. They enjoy regular walks, visiting the park and playing in the garden.

Through the childminder's constructive support, children are developing a very positive self-image. The childminder praises and encourages them as they learn to take turns, share and to play cooperatively with each other. Children are polite and well-behaved. They often use good manners, such as saying 'please' and 'thank you', which helps in developing respect for others. The childminder has a calm, friendly manner and is a positive role model. Children respond well to her

expectations to keep themselves safe, for example by listening and looking when they are crossing the road. Children feel safe in the childminder's home. They receive good support as they move around in a safe and secure environment.

## 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	1
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	1

### 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	1
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	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