

## Inspection report for early years provision

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<b>Unique reference number</b>	100969
<b>Inspection date</b>	14/11/2011
<b>Inspector</b>	Carol Cox

<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. She lives with her husband and their four children in the Churchdown area of Gloucester. There are shops and local amenities within walking distance. The whole of the property, with the exception of the master bedroom, is used for childminding. There is an enclosed rear garden for outside play. The family has a pet dog, two gerbils, fish and two snakes.

The childminder is registered on the Early Years Register and both the 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, of whom three may be in the early years age group. She is currently minding four children at different times during the week. The childminder has completed a level 3 qualification in Early Years and Childcare and is a qualified nurse and midwife.

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

Overall the quality of the provision is good.

Overall the childminder promotes children's care, learning and development very well. Children make good progress which is enhanced by effective partnerships established with parents and key persons from other settings. The childminder is committed to on-going professional development and attends regular training to ensure her practice is current and promotes best outcomes for children. She has made a thoughtful evaluation of her practice and demonstrates good capacity for continuous improvement through her effective implementation of the Early Years Foundation Stage.

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

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

- develop further the system to record children's learning to identify their next steps in learning and clearly demonstrate each child's progress towards the early learning goals

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

Children are safeguarded effectively as the childminder has a good understanding of child protection issues. She recognises signs and symptoms of different forms of abuse and has a clear knowledge of Local Safeguarding Children Board

procedures. Her experience of working with other agencies means that she is confident to act appropriately should a safeguarding issue occur. She makes comprehensive risk assessments of all aspects of her practice and reviews these as necessary, for example when new children start. She ensures that her assistant is fully checked and has a current paediatric first aid certificate. Children learn to keep themselves safe when crossing roads on the way to collect children from school and tidying away toys in the house. There is an impressive range of resources made easily accessible to children and checked daily for safety. Children freely choose toys and materials to support their play. Good use is made of recycled materials; one child proudly makes a space rocket from junk. Resources reflect a range of people and their lives, including the diverse backgrounds of children attending. Parents contribute objects from their travels. Through their daily play and visits within the local community and further afield, children observe and learn to enjoy the wide diversity of the world around them.

The childminder is highly committed to providing the best care for children. She attends regular training and has made a thoughtful evaluation of her practice. She has identified areas for development and has sought appropriate information and support. For example, the childminder has decided she will investigate the possibility of becoming accredited to receive early education funding for minded children. The childminder has developed very effective relationships with parents. She has a sensitive settling-in policy which is responsive to each child's needs. She shares extensive discussions and records with parents to identify each child's individual care, learning and development needs. She gains all necessary consents and shares relevant information about issues such as the legal meaning and implications of Parental Responsibility. She maintains a regular flow of information about children's progress and works closely with key persons from other settings attended by minded children. Children make very good progress in the childminder's well organised and warm and friendly care.

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

Children thoroughly enjoy their time with the childminder. She provides a well balanced range of interesting activities and opportunities for freely chosen play to promote children's learning. She carefully observes each child to assess their stage of development and learn about their particular interests. These observations are recorded in well illustrated learning journals which include photographs and examples of children's work. Although learning journals clearly demonstrate children's achievements, they do not yet easily show children's progress towards the early learning goals. The childminder uses these journals to identify next steps and plan activities for each child. For example, she knows that one child loves making things and provides an exciting range of materials and tools for him to construct his rocket. Another child loves to be outside so they plan to visit the park or play in the garden everyday. The childminder promotes learning on these

outings in all areas, such as counting cars or recognising and naming colours. She supports children's language development very well through modelling sentences and pronunciation and helping them to describe what they are doing. As some of the children attending have different home languages the childminder learns some key words to show her value of their home language and encourage children to appreciate differences. Children are imaginative and creative and re-enact scenes from their own lives. One child puts a cookie in the 'microwave' and presses the buttons to cook it. When it pings he opens the door and 'tastes' the cookie, he comments that 'it's not very tasty! When setting the timer for the microwave the child counts from one to eight and then counts down again to one. He decides the cookie is not yet cooked and resets the timer. The childminder helps him find the numerals on the dial. All children are included in activities supported appropriately by the childminder. One child plays a board game which involves a spinner to determine how many spaces to move. A toddler wants to play too so sits with the childminder. They all enjoy the game and laugh out loud when he makes the skeleton pop out of his chest to snatch the treasure! Children are curious and eager to explore and experiment. They start to develop skills in all areas which will support their future learning.

Children learn about keeping themselves safe through simple reminders about everyday activities such as throwing soft balls indoors away from each other. They are confident and well settled in the childminder's home. They naturally turn to the childminder for cuddles and enjoy sharing their games with each other. The childminder helps children develop healthy lifestyles by providing nutritious food and drinks and opportunities for play and exercise outside in the fresh air. She works very closely with parents to understand each child's care needs and tries to provide routines consistent with home. The childminder has high expectations of children's behaviour and sets clear and firm boundaries. She has a very positive approach to helping children learn how their behaviour may impact on others and praises and encourages them appropriately. Consequently children are busy and happy and behave very well. Children and parents are warmly welcomed into her home and many develop long lasting relationships with the childminder and her family. Parents write in glowing terms of the activities enjoyed by their children and the wonderful progress they make. Children flourish in the care of this experienced childminder who takes a genuine and obvious delight in nurturing children's development.

## 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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met