

## Inspection report for early years provision

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<b>Unique reference number</b>	161065
<b>Inspection date</b>	08/11/2011
<b>Inspector</b>	Karen Prager

<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 1995. She lives with her partner and school age child. They live in the Abbey Meads area of north Swindon. The whole of the childminder's house is available for childminding. There is a fully enclosed garden available for outside play. The family has a dog and keep tropical fish. There are shops and local amenities within walking distance. The childminder takes and collects children from the local pre-school and primary school.

The childminder is registered on the Early Years Register 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 range. There are currently three children within the early years age range on roll. Care is offered for children all year round. The childminder is also registered on the both the compulsory and the voluntary parts of the Childcare Register and is currently caring for three older children.

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

Overall the quality of the provision is good.

The childminder offers children and their families a welcoming environment. Children are happy and enjoy their time with the childminder. They make good progress in their learning. The childminder forms positive relationships with parents to meet children's needs. Partnerships with other professionals are developing. The childminder demonstrates a good capacity overall to improve standards through accurate appraisals, and is developing systems for future development.

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

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

- develop further dialogue with other settings that children attend to ensure greater continuity in children's learning and development, through improved information sharing
- develop systems of self-evaluation to prioritise areas for further development and how the impact on the children will be monitored and assessed.

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

Children are safeguarded effectively. Children's safety is of paramount importance to the childminder. Risk assessment records are thorough and any potential risks to children are effectively identified and promptly minimised. The childminder has

recently attended training on the protection of children. She has a clear knowledge of the steps to take should she have a concern about a child in her care. All required documentation is kept accessibly, should it be needed, and is fully maintained, providing an accurate record of the children cared for. Children play in a clean, well maintained and child-friendly home. The outdoor play space has a range of resources which are easily accessible. Indoors, young children play with toys set out by the childminder. Older children are helped to select what they would like to play with from additional toys stored upstairs.

The childminder has a positive approach to self-evaluation. She has a realistic view of her strengths and attends further training to extend her skills. She is a member of the local childminding network and uses their advisory services for guidance and support. This enhances her performance and benefits children's learning and development. She takes appropriate steps to develop the provision for children. However, clear systems for ongoing development are not in place.

The childminder effectively promotes equality and diversity. She carefully considers the needs of individual children. She takes steps to help them achieve in all areas and has a good awareness of how to include all children in her setting. Relationships with parents are positive. The childminder has established and recorded a core set of policies and procedures. These are shared with parents when their children start attending. She talks on a daily basis with parents about the care and development of their children and summarises the information in a daily diary which parents take home. This means that they are fully informed about how their children spend their day. The childminder welcomes feedback from parents and children and actively seeks their views. The childminder initiates contact with other agencies involved in children's care and learning. Any feedback is used effectively to promote children's achievement and well-being. However, systems to ensure the sharing of children's current and next steps in learning are not fully established to fully enhance continuity in learning and development.

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

The childminder has a good understanding of child development, which she uses to support her care of children and their development across all six areas of learning. The childminder knows the individual interests and stages of achievement of the children well. This is because she continually observes them, assesses their development and considers the next steps they will take. The information gathered is shared with parents and used to support children. As a result, children make good progress in their learning and development.

Children are clearly settled with this warm and cheerful childminder. They have good relationships with her and show they are secure in the presence of others who are not known to them. Children come to know what is expected of them and they listen and respond to instructions. The childminder's positive relationship with the children builds their self-esteem and they learn to express what they want. They play contentedly on their own and as they grow they start to play alongside

others. Children chose to play with the instruments. Older children sing songs with the childminder and younger children listen and explore the sounds made when they bang the drum.

Children are starting to demonstrate an understanding of how to keep themselves safe. For example, they know to keep the stair gate shut to prevent younger children accessing the kitchen area unsupervised. The childminder teaches children about safe areas to walk on the way back from pre-school. Children clearly demonstrate that they are learning safe habits when crossing roads.

Children benefit from regular walks around the locality, and to parks which offer valuable opportunities for fresh air and exercise. This assists them in becoming familiar with the wider community. They talk about the local shops and businesses identifying what each one offers. They know that they sometimes buy books and games from a charity shop, and that the childminder's dog sometimes visits the vet. Children are keen to play in the childminder's garden. They sing whilst swinging on the swing seat, ride the tricycles and make marks on the chalkboard. Children adopt good personal hygiene routines and know which hook their hand towel is on. Children sit together at the table and chat with the childminder when they eat their meals. The childminder offers children fruit for snacks and ensures that any specific dietary needs are known and sensitively managed.

## 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

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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