

## Inspection report for early years provision

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<b>Unique reference number</b>	EY431167
<b>Inspection date</b>	10/01/2012
<b>Inspector</b>	Samantha Powis
<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 was registered in 2011. She lives with her husband and son in Frome, Somerset. All areas of the childminders home are included in the registration, with care mainly provided on the ground floor, with access to toilet and rest facilities on the first floor. There is an enclosed rear garden for outdoor play. The family keeps a pet hamster.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years, three of whom may be in the early years age group. There are currently five children on roll, four of whom are in the early years age group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a comfortable family home where children feel happy and secure. Practical steps are taken to ensure children's safety is supported, however, not all documentation is in place to support children's ongoing welfare. The childminder understands the individual needs of each child, but resources and activities provided do not always offer opportunities to raise children's awareness of others. An adequate range of activities are offered which generally keep children interested, but do not always provide them with sufficient challenge in all areas. Positive relationships are developed with parents to support the needs of the family, but links with the other settings which children attend have not been established. The childminder has started to evaluate her practice. Her capacity for continuous improvement is satisfactory.

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

To meet the specific requirements of the EYFS, the registered person must:

- maintain a daily record of the names of the children looked after and their hours of attendance (Documentation)(Also applies to the compulsory and voluntary parts of the Childcare Register) 03/02/2012
- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 03/02/2012

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

- improve the systems to monitor children's development and plan for their progress
- extend the links with other settings providing care for the children to provide continuity and coherence in children's learning
- develop systems for self-evaluation, to identify strengths and priorities for development that will improve the quality of provision for all children
- provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture and disabilities.

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

The childminder has an adequate awareness of safeguarding procedures and shares her written policy with parents. The childminder checks her home daily to make sure that it is safe for children. However, she does not maintain a record of risk assessments carried out for the home and does not maintain an accurate daily record of the hours of children's attendance. These are breach of legal requirements.

Adequate play space is provided for the children, enabling them to participate in a range of activities. Adequate toys are available, however, resources which support children's awareness of the wider world are limited. The secure rear garden is sometimes used to provide activities out-of-doors, benefiting children's health as they play out in the fresh air. All areas used by the children are well maintained. The childminder takes into consideration children's individual preferences when offering activities. However, she has not established a system to enable her to monitor children's progress, to help her plan and adapt activities to ensure they challenge and support all children in all areas of learning.

Positive relationships are established with parents. The childminder shares information with parents on a regular basis and they receive daily feedback through diaries to ensure they are kept well informed of their child's day. The childminder seeks written consents from parents for all outings and routines. This helps to ensure that preferences are valued and respected. Parents state that they appreciate the level of information the childminder seeks about the children before they start, which helps children to settle quickly. The childminder has not as yet established links with other settings which children attend to promote consistency for these children. The childminder has completed all necessary training with regards to her registration. She has started to look at areas of her own practice through a local authority evaluation scheme. However, this is not sufficiently well established to support her in ensuring that all requirements are met and help identify priorities to support her in making continuous improvements in all areas.

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

Children are happy and settled with the childminder. They are involved in an adequate range of activities throughout the day. The childminder has a secure understanding of children's individual interests and routines and plans activities to reflect and support these. However, she has not yet put in place a system which enables her to monitor children's progress and plan for the next steps in their learning. This means not all activities offered are appropriate and do not always help them all to make good progress.

Children are able to select from a suitable range of toys and resources, some of which are kept in easily accessible drawer units, offering children choice. Younger children reach out to explore the equipment, showing their increasing interest and involvement in the world around them. They watch closely as the childminder builds a high tower with the stacking cups, copying her actions by trying to knock it down. They receive lots of praise encouraging them to repeat their actions. The childminder chats to children as they play supporting their language and communication skills. They mimic the sounds they hear excited by the new sounds they are making. From an early age children have access to equipment that supports their confidence in using information and communication technology, gaining skills for later life. For example, children repeatedly reach out to press a particular button on a toy, knowing this will make the lights flash and the music start. Children jiggle about in time to the music, showing their sense of pride in their own achievement. They use ball pools and tunnels out in the garden, increasing physical control and coordination. Creative resources are sometimes offered to allow children to express themselves and use their imaginations.

Children are learning to keep themselves safe through daily routines. As they go out for walks in the local community, they talk about road safety, holding hands and looking and listening carefully. They are encouraged to follow positive routines with regards to hand washing, learning about how this can support their health. Children are given clear and consistent boundaries, which helps them to manage their behaviour. They receive lots of praise and encouragement, developing a positive sense of who they are. However, they are not provided with sufficient opportunities to consider the needs of others to encourage them to value and respect diversity.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as detailed in the early years section of the report. (Records to be kept) 03/02/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as detailed for the compulsory part of the Childcare Register (Records to be kept) 03/02/2012