

## Inspection report for early years provision

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<b>Unique reference number</b>	EY434291
<b>Inspection date</b>	05/03/2012
<b>Inspector</b>	Debbie Starr

<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 2011. She works from the home of another registered childminder who lives in Weston-super-Mare, North Somerset. She is also registered to work with an assistant. Children have access to most areas of the home. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight at any one time when working on her own, eight children when working with another childminder or assistant and nine children when all three are working at the same time. Both childminders have equal responsibility for most aspects of the childminding practice. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder and co-childminder are currently caring for 13 children in the early years age range. Most children attend on a part-time basis. The childminder makes use of local facilities including the library and parks.

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

Overall the quality of the provision is satisfactory.

The childminder provides a happy, welcoming environment in which children's welfare is appropriately promoted. Children make satisfactory progress in their learning and development through the childminder having a satisfactory awareness of their individual needs and development. However, systems of assessment are not sufficiently well developed. The childminder has positive relationships with parents but does not involve them fully in children's learning. The childminder has begun to reflect upon her practice however this has not yet had a significant impact upon the outcomes for children. The childminder demonstrates a satisfactory capacity for continuous improvement.

## **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 of assessment to clearly identify all children's next steps in learning so that they are used to plan appropriate play and learning activities particularly for younger children
- develop further the two way flow of information with parents regarding children's starting points and ongoing progress and development to promote a shared approach to children's care learning and development
- develop further systems for monitoring and evaluating practice to identify strengths and areas for improvement.

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

The childminder has a secure understanding of safeguarding arrangements. She understands her role in child protection and is aware of the procedures to follow should a concern arise. She keeps all necessary records relating to children and shares them with parents. Although not responsible for some aspects of record keeping, such as risk assessments, the childminder completes records appropriately when required. Children are cared for safely within the home and on outings. The childminder provides an appropriate range of toys and resources which meet children's developmental needs. She takes suitable steps to promote children's awareness of diversity. Older children join in with activities to help them learn about wider society, such as music and movement, food tasting and craft activities. They also use some resources that reflect positive images of differences. The childminder uses children's first language throughout the day which supports their individual needs. Repetition of some English words, songs and stories helps children develop English as a second language. Children gain an appropriate awareness of their local community through visits to the library, shops, parks and community school.

The childminder has started to review her practice and has sought the views of parents as part of this process. She has a developing understanding of her strengths and weaknesses. She has identified some areas for improvement and taken some steps to improve her practice, such as the introduction of activities that promote awareness of the wider world. However, this has not yet had a significant impact on the outcomes for children. The childminder demonstrates a satisfactory capacity for continuous improvement. She researches and introduces new ideas for activities and is booked on a safeguarding course to develop her skills.

The childminder works closely and cooperatively with parents, sharing information with them on a daily basis. This daily discussion helps to ensure children's individual needs are met and supported appropriately overall. However, these discussions do not sufficiently involve parents in their children's learning and development. Parents are very appreciative of the care given to their children. The childminder has a very flexible approach which supports parents who work wide ranging hours. The childminder is aware of her responsibility to make links with other early years providers that children attend. This is not required at the time of inspection.

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

Children are happy and settled with the childminder because she forms close attachments with them and meets their individual needs generally well. They make satisfactory progress in their learning and development. The childminder has a sound understanding of how children learn and develop. She has started to

observe what children know and do and link these to the areas of learning. However, her system of assessment is not wholly secure because she does not gain sufficient information about their development when they first start. She does not make effective use of assessment to identify all children's next steps in learning or to offer suitable challenges to all, particularly younger children. As a result, children's achievements are not tracked effectively from their initial starting points and next steps in development are not effectively planned for.

Children are curious about the world around them. For example, they observe the pattern on a snail shell when playing in the garden. The childminder offers encouragement for them to begin to develop writing skills. They make marks using circular movements using chalk. Young children show interest in mark making but this is not developed further. Older children match number to objects as they count the snail shells and start to mark a tally on the fence. Children repeat letter sounds and spontaneously link them to similar sounding words. They start to explore the difference between sounds when they knock chalk sticks against a range of different objects. Older children are encouraged to recognise number through rhymes in their home language. Children self-select books in English and their first language. Younger children sit quietly as they are lulled to sleep while older children respond to questions and repeat familiar words.

Children develop an appropriate understanding of healthy lifestyles through daily play in the garden and regular trips to parks. They recognise when they are thirsty and drink from their own accessible beakers. They enjoy nutritious meals provided by parents. They develop a suitable awareness of good hygiene through consistent routines that reflect parents' wishes. Children develop an appropriate understanding of how to keep themselves safe in the home. Older children help tidy toys to prevent tripping, while all children practise the evacuation drill. Discussion and regular reminders promote children's understanding of road safety and the potential dangers of contact with unfamiliar dogs. Stickers of achievement recognise children's positive behaviour and as a result, their self-esteem is promoted. Overall, children behave well due to the childminder's regular praise and clear, calm and consistent approach. Children are starting to share, take turns and play cooperatively with others around them. As a result, they develop appropriate skills for the future.

## 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: Met

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