

## Inspection report for early years provision

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<b>Unique reference number</b>	EY353121
<b>Inspection date</b>	18/04/2012
<b>Inspector</b>	Rachael Williams
<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 2007. She lives with her partner and four children in Weston-super-Mare, North Somerset. All areas of the home are used for childminding purposes. There is an enclosed garden to the front of the property and use is made of the park for outdoor play. The family cares for a dog, cat and two hamsters. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years old, of whom three may be in the early years age range. She currently cares for eight children on a part-time basis, three of whom are in the early years age range. The childminder is registered to provide overnight care for two children from one year to under eight years, of whom only one child may be in the early years age group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder establishes positive and caring relationships with the children so that they feel welcome in a supportive environment. She establishes strong links with the parents and other early years providers to promote continuity in children's care, learning and development. Consequently, children's individual needs are respected and effectively met. Children make good progress in their learning. The childminder provides an appropriate range of activities and experiences. However, the childminder does not routinely identify learning priorities which reflect children's stage of development. The childminder promotes children's welfare effectively. However, written consent has not been obtained from parents to seek emergency medical treatment or advice. The childminder has a good understanding of the strengths and weaknesses of the provision and takes positive steps to maintain continuous improvement.

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

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

- request written parental permission at the time of the child's placement, to seek any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 04/05/2012

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

- develop further systematic assessment arrangements, to effectively reflect

children's stages of development.

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

Children are cared for in a safe and secure environment. They are supervised well by a vigilant childminder who has completed relevant risk assessments of all areas used by the children. Appropriate safety measures are put in place to enable children to move freely and independently, such as protective film on glass doors. On the whole, the childminder has well established systems in place to promote children's well-being. However, written parental consent has not been obtained from parents to seek emergency medical treatment or advice. This is a breach of a specific legal requirement. Through ongoing and relevant training, the childminder has good knowledge of safeguarding procedures to maintain children's welfare, should an incident occur. She has strong links with social care to promote children's well-being.

The childminder has developed good partnerships with the local pre-school. This assists in the successful sharing of information to promote continuity in children's care, through the daily exchange of information. As yet, the childminder has not cared for children for whom English is an additional language or who have special educational needs and/or disabilities. However, through discussion the childminder has established appropriate arrangements to liaise with early years professionals to support these children. Positive relationships are established with parents who think highly of the service provided. In particular, parents comment favourably about the childminder's flexible approach to accommodate their needs. Parents have access to well written policies and procedures which underpin the good service provided.

The childminder uses her local environment well to enhance the experiences provided to the children. For example, visits to the beach and local park to develop further children's physical skills and their interests in nature. The childminder has recently reorganised the dedicated toy room so that children are able to make choices about their play. An abundant range of toys and resources are easily accessible in low-level containers. These include those to reflect positive images of the variety of people in our society. Children have a wonderful sense of belonging. The childminder takes time to develop the environment in accordance with children's interests. For example, a child shows a keen interest in 'space' and therefore, the childminder has displayed images of astronauts to support the child.

The childminder has considered the service she provides through using an audit tool, attending cluster meetings and seeking advice from the local authority. She has an accurate understanding of the strengths and weaknesses of the provision. For example, since recently moving house she has recognised the need to develop the rear garden so that it is safe for the children to access. The childminder is proactive in accessing relevant training. For example, she is currently working towards a level 3 early years qualification, to develop further her understanding of how children learn and develop. The childminder has addressed recommendations made at the last inspection which has improved the provision. She demonstrates

good capacity to maintain continuous improvement.

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

The childminder has a good understanding of children's interests and learning styles. She provides a range of activities to stimulate and challenge their development. For example, children thoroughly enjoy using tools for a purpose to manipulate malleable materials to create imaginatively. The childminder is attentive to children's needs and listens to their ideas. For example, a child is keen to look at the skin a snake has shed. Children use mathematical language well in their play, such as to describe the length of the skin. She guides the child to use a tape measure to measure the length of the skin so that the child is familiar with recognising numerals. Consequently, children learn effective skills for the future. Children show sustained interest in exploring varied natural objects with a magnifying glass and communicate their findings well. Children show an interest in the natural world and enjoy creating a wormery. The childminder has good awareness of children's learning priorities through her assessment arrangements. However, these are not systematically linked with children's stage of development.

Children's behaviour is good as they are clear on expectations and boundaries. They are respectful of the family's pets, handling them with care and maintaining good hygiene. Children are aware of familiar hygiene routines. For example, a child explains that he needs to wash his hands before eating and has his own towel to dry his hands on. Children are aware of their own needs and are confident to access the toilet independently. Mealtimes are a sociable occasion. Children enjoy healthy snacks and meals which meet their special dietary requirements. The childminder promotes children's well-being. She discusses children's sleep and bedtime routines with parents to maintain consistency. Children become aware of their own safety as they regularly participate in sensible emergency evacuation procedures. They learn about safely crossing the road when they are on outings and the childminder is consistent in establishing boundaries to maintain safety.

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