

## Inspection report for early years provision

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<b>Unique reference number</b>	EY429835
<b>Inspection date</b>	27/02/2012
<b>Inspector</b>	Susan Marriott
<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 and holds a relevant childcare qualification. She lives with her partner and child aged 10 years in a house in Great Barford, near Bedford. She is able to walk to local schools to take and collect children. The whole house is used for childminding and there is an enclosed garden for outdoor play. The family have a pet cat and two guinea pigs.

The childminder is registered on the Early Years Register to care for a maximum of three children in this age range. She is also registered on the compulsory part of Childcare Register and is able to care for a maximum of six children in this age range. She is also registered to provide overnight care. The childminder is currently caring for two children in the early years age range on a part-time basis. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder provides a safe, fun and friendly environment with a real emphasis on learning and achievement. Children experience a good range of activities and play opportunities, which promote their learning and development well. The use of resources is developing positively, although the garden is not being used effectively as an extension to the indoor learning environment. Strong partnerships with parents enable the childminder to meet children's individual needs. The childminder has maintained her previous contacts with the other settings that children attend and she has good strategies in place to support children with their transition on to school. Inclusive practice is promoted well and effective systems are in place to evaluate the service and to drive continuous improvement.

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

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

- improve the opportunities for children to play outside: for example, develop the use of the outdoor area as a stimulating learning environment that children can access easily.

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

This newly established childminder has substantial previous experience of working with children of varying ages through working at a local pre-school and managing an after school club. She is also a trained teaching assistant. Whilst acknowledging that she is still becoming familiar with the Early Years Foundation Stage, she has

clearly written policies and procedures and all required written records are in place to underpin the safe and effective management of the service. Children are safeguarded because the childminder has a good knowledge and understanding of safeguarding policy and procedures. Family members hold appropriate vetting checks to reassure parents and carers that they are suitable to be in contact with children. Thorough risk assessment of the premises ensures that hazards are identified and action is taken to minimise any risk of harm to children. The childminder is constantly aware of safety issues and has put up a fence in her garden to segregate an area of uneven paving. A gate has been installed to give access to this area, which she uses to store larger garden toys, during the winter months. The premises are kept secure to safeguard children effectively.

Children make good progress in their learning and achieve well because the childminder's home environment is adapted to positively promote children's progression towards the early learning goals. For example, she makes best use of the limited indoor play space by setting up intricate role play scenarios for children to explore. The childminder has a good understanding of inclusive practice. She encourages children to recognise differences, offering them information about other ways of life and encouraging them to respect diversity. Boys currently attend this setting and the childminder actively challenges gender stereotypical activities by providing dolls, a kitchen area and a shopping trolley for the baby doll to sit in. She is seeking to expand such resources with an ironing board and other domestic equipment. The childminder demonstrates a positive attitude towards working with external agencies to support children with special educational needs and/or disabilities and is particularly informed with regards to children on the autistic spectrum.

The childminder has a secure understanding of the importance of partnership working to support children's continuity of care and transitions. Relationships with parents and carers are good and the childminder shares useful information with them, both verbal and written. The childminder is well-organised and is positively motivated to continue to make changes that improve the outcomes for children. The childminder is beginning to reflect upon her practice using self-evaluation as an effective tool to sustain continuous improvement. Plans are in place to continually evaluate the success of the service and the learning environment. For example, she is aware that there is scope to increase children's access to fresh air and exercise and to develop the garden as an outdoor learning environment for children.

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

This childminder describes herself as a patient person and believes that children learn through encouragement and praise. She achieves this daily through role modelling appropriate speech and behaviour towards them to help them learn. The childminder asks gentle questions to extend children's learning. For example, 'What colour is that?', 'What do you think will happen next?', and 'Shall we count these together?' Through constant observations, the childminder interprets what

she needs to do to further develop a child's learning and independence to meet the milestones of each individual child. The childminder plans every day in detail using desk diary and records her observations in the children's learning journals, linking these to the criteria in the Practice Guidance. Monthly reviews for each child show the good progress being made by the children, especially in the area of speaking and language. Children enjoy music and dancing to develop their physical skills indoors but do not experience sufficient outdoor activities in their current routine.

The childminder provides activities that she knows children like to do. For example, each morning she sets out the cars and road mat or the train set, ready on the floor. Therefore, children settle in quickly when they arrive for the day and are able to feel welcomed, safe and secure. The childminder takes a 'register' when parents have left and initiates a simple 'circle time' which includes a run through of the days of the week and discussion about how everybody might be feeling that day. She uses props to explain her planned activity of the day and gain the children's interest and curiosity. For example, if this is a craft activity, she assembles all equipment on the table in readiness. Alternatively, everything required for a cookery activity is assembled in the kitchen.

Children's songs and music play gently in the background whilst the children play and the childminder encourages them to sing along and learn new rhymes to develop their vocabulary skills. Children sing along with the nursery rhyme tape and play a toy guitar. During play, she continually introduces new words and explains their meanings, so that children expand their language and communication skills effectively. Children explore small world play sets which reflect different scenarios such as a farm, horse stable and train set. They enjoy role play activities and dressing up. For example, children are engrossed in role play at the 'Poorly Pets' vets surgery, set up by the childminder following on from last week's theme of farm animals. Play begins with multi-cultural puppet 'customers' bringing their poorly animals to the vets. A vast array of soft toy dogs and cats, an 'office' with keyboard and phone, pen and paper and printed signs to indicate whether the vets are 'open' or 'closed', adds to the interest. Babies are fully included in play and encouraged to 'nurse' the soft toys. The attention of the older children is drawn to the numeral '1' on a tee-shirt. Children use a picture of the door to count how many ladders are needed for a favourite fireman character and the childminder uses a set of Russian dolls to discuss relative size and use mathematical language.

Juice and snacks are served to ensure that children are well-hydrated and appropriately nourished. Children are beginning to learn about the benefits of a healthy diet through the childminder's gentle encouragement to explore different fruits at snack time. For example, she previously set up an activity to make 'melon boats', because the children were not keen to touch, smell or eat fruit at all. Children now proudly 'lick' a green grape on the snack plate and the childminder delights in praising them for expanding their taste experience. Lunch is served flexibly to meet the needs of the children and the childminder has changed her food policy to reflect her changed practices. The childminder works in partnership with parents to keep the children sitting at the table with gentle reminders and rewards for eating lunch nicely and eating a good quantity.

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