

## Inspection report for early years provision

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<b>Unique reference number</b>	EY442202
<b>Inspection date</b>	03/07/2012
<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.

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## **Description of the childminding**

The childminder registered in 2012. She lives with her husband in the town of Frome in Wiltshire. Minded children have access to all areas of the home, with care mainly provided on the ground floor, which includes a lounge/diner and kitchen. Bathroom and toilet facilities are on the first floor, along with bedrooms which may be used for rest and providing overnight care. There is a secure rear garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for six children under eight years at any one time; of these, three may be in the early years age group. She may also provide overnight care for two children under eight years. There are currently three children on roll, all of whom are in the early years age group. The childminder occasionally works with an assistant.

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

Overall the quality of the provision is good.

Children are happy and settled and enjoy their time with the childminder. They benefit from being involved in an interesting range of activities and access a suitable range of resources, which helps them to make good progress in their learning and development. Secure relationships with parents mean that the childminder has a detailed understanding of children's individual care needs, helping each child to feel valued and included. However, systems to exchange information with others providing support for children are not well established. The childminder is keen to develop her knowledge and skills and has effective systems in place which means the capacity for continuous improvement is good.

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

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

- review the environment so that it is rich in signs, symbols, notes and books to encourage children to take an interest in print and start to recognise that print carries meaning
- extend the range of positive images available that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion and culture
- create opportunities for working together with other settings which children also attend, to help ensure children's needs are met and there is continuity in their learning.

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

Children's safety is promoted well, as the childminder has a good awareness of safeguarding procedures. This includes keeping a record of all visitors to the setting. The childminder has a secure understanding of her role and responsibilities and uses her own policy and published guidelines to help her. Children remain well supervised at all times and positive steps are taken to help ensure safety is maintained when in the home and on outings. Confidentially stored records help to support children's ongoing safety and welfare. The childminder follows positive practices to support children's health and reduce the risk of cross infection.

The childminder's home is welcoming to children. A suitable range of toys and equipment are set out when children arrive, to capture their interest and motivate them to get fully involved. However, there are only limited resources available that reflect differences, reducing opportunities for the childminder to encourage children to value and respect diversity. Outdoor space is easily accessible and used frequently to benefit children's learning and enjoyment. The childminder understands children's preferences and interests and ensures that activities suit their needs. Secure procedures for self-evaluation are followed. The childminder is very keen to make improvements to the provision for children. She attends training and seeks advice to increase her own knowledge and skills. This helps her to make positive changes to improve the outcomes for children.

Friendly and professional relationships are established with parents. They are provided with detailed information about the service the childminder provides and receive daily verbal feedback about events in their child's day. The childminder gathers detailed information during settling in sessions, which helps her plan for children's progress right from the start. Parents say they value the 'warm, friendly and reliable' service the childminder provides. They state that the information they receive through the daily reports helps them to 'feel very much part of their child's day'. The childminder gains important information about children's experiences in other provisions from parents, but has not linked directly with these providers, to promote consistency for these children.

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

Children's welfare is supported well. They follow positive routines to lead healthy lifestyles. From a young age, children recognise the need to wash their hands and the processes to follow. They enjoy healthy snacks, frequent drinks and daily outdoor play opportunities. Through role play, they learn about the need to follow safe routines in the sun. For example, they pretend to apply sun cream to the doll's face before taking her outside in the buggy. Positive support and instruction from the childminder helps children to follow safe practices. For example, as they move between indoor and outdoor areas, the childminder reminds them of how to carefully manage the step. They respond positively to the childminder's clear

instructions with regards to their behaviour and learn how their own actions can impact on those around them. This all helps them to develop key skills for the future.

Well planned activities and high quality interaction from the childminder means that as well as having fun, children are making good progress in their learning and development. Written observations linked to all six areas of learning help the childminder to track children's progress. This information, along with information gathered from parents, helps her to plan future activities that will interest and challenge them.

Children are eager to get involved when they arrive at the childminder's welcoming home. Before they even take their coats off, they are busy using the play dough to create their own models and patterns using the challenging tools and equipment provided. They are confident and settle quickly, as the childminder has a comprehensive understanding of their individual needs and their home lives. As children play, the childminder frequently refers to children's experiences at home, making them feel valued. For example, when a child dresses up as a dog, they talk about the child's dog at home. The childminder understands their individual needs and personality well and adapts activities and her expectations accordingly. Children are learning about boundaries and expectations, which helps them to manage their own behaviour. The childminder is clear, consistent and fair in her approach, getting down to children's level and giving clear explanations, helping them to understand why their behaviour is not appropriate. They receive lots of praise encouraging them to be kind, helpful and polite. Children are able to make some choices in their play as they select from the suitable range available. Children enjoy opportunities to engage in activities that help them build an awareness of their own community. For example, they visit the library, walk to the park and attend toddler groups. However, there are few resources provided at home that encourage children to become familiar with aspects of the wider world, to develop a respectful awareness of diversity.

Children communicate confidently, sharing their needs, preferences and wishes with the childminder. The childminder chats to them as they play, introducing them to new words and helping them to express themselves clearly. Although the childminder provides children with a range of books, these are not stored at a low level. There is also a lack of written words or text within the environment to increase children's understanding that print carries meaning. Children become increasingly aware of numbers and mathematical language. They count as they go up the stairs and identify colours and two dimensional shapes as they enjoy an activity. Children have many opportunities to engage in creative activities, such as painting, dough and sticking. They also enjoy playing alongside the childminder in role play, making cups of tea and feeding their dolls. They use some simple electronic toys that build their confidence in using technology. For example, they quickly learn how to press down the tractor driver to make the wheels move and therefore, propel the tractor forward.

## 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	3
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	3
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