

## Inspection report for early years provision

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<b>Unique reference number</b>	EY424645
<b>Inspection date</b>	17/07/2012
<b>Inspector</b>	Marilyn Joy
<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 2011. She lives with her husband and pre-school child. They live in a house in the Corsham area of Wiltshire. Shops, parks, schools and pre-schools are nearby. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered for a maximum of five children under eight years; of these, two may be in the early years age group. She is currently caring for one child in this age group. She also cares for children aged from five years to 11 years.

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

Overall the quality of the provision is good.

Children are happy and settled in the safe and secure environment the childminder offers. They make good progress overall in their learning and development and benefit from a generally well-resourced environment. The childminder develops positive partnerships with parents, which helps her securely meet children's unique needs. Generally, the childminder encourages appropriate health and hygiene practices with the children. The childminder is keen to develop the service she offers and improve outcomes for children. She clearly identifies areas for further development and takes effective steps to address them.

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

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

- create a stimulating environment that offers a wider range of activities and resources to encourage children's interest, curiosity and imagination further, both indoors and outdoors
- develop further children's understanding of healthy practice, for example, by encouraging them to drink from their own beakers.

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

The childminder is effective in keeping children safe and protecting them from harm. She attended additional training to improve her knowledge of child protection issues and make sure she knows what to do if she has concerns about a child in her care. She uses effective risk assessments to help identify potential hazards and implements appropriate safety measures in her home and on outings. She is vigilant in her supervision of children and helps them to understand about keeping themselves safe. All the required documentation is in place and maintained to a high standard. Alongside discussions with parents, this provides the childminder with all the information she needs to respond to individual

preferences and needs.

The childminder has high expectations for herself and the service she provides. Since registration, she has attended several training workshops and is currently working towards an early years qualification. She liaises with local childminder networks to share good practice. She clearly identifies areas she wants to improve, such as learning more about nutrition and healthy eating, and developing outdoor play. The childminder effectively uses a good variety of resources to support children's learning. They are age-appropriate and easily accessible. However, she does not always maximise the potential of play areas to fully extend children's learning. The childminder gets to know children well and has a good knowledge of their backgrounds and needs. She effectively raises their awareness of equality and the importance of respecting others as they play and enjoy activities together.

The childminder works successfully with parents to agree arrangements for children's care. She communicates daily with parents providing them with clear information about their child's routines, activities and well-being. She also shares copies of her policies and procedures with them. Parents comment on how safe and happy their children are, the range of activities and outings they enjoy and effective methods of communication. The childminder fully understands the importance of liaising with other agencies and settings children attend in order to provide them with continuity. Currently, there are no children attending for whom this is necessary.

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

Children enjoy their time with the childminder. They demonstrate a strong sense of belonging and of feeling safe in the happy and settled manner in which they play. The childminder observes children daily and gets to know them well. She creates detailed records of their achievements and the progress they are making. She regularly shares this information with parents so they can work together to support children's welfare and learning. The childminder clearly identifies children's next steps and tailors activities according to their interests. For example, she effectively supports young children's mobility and physical development by putting toys just out of reach so that they are encouraged to crawl towards them. There is low-level furniture for them to pull themselves up on and push-along walkers to support attempts at walking. Children smile delightedly as they put their hands up to the childminder and she helps them complete a circuit around her home. The childminder notices children's interest in putting objects in and out of containers and offers a variety to explore. She easily introduces colours and counting as they investigate a tub of cotton reels and laces together. Communication skills are successfully encouraged as the childminder echoes children's attempts at speech, introduces new words and models conversations.

Children enjoy playing in the fresh air where they access a variety of toys and equipment to develop their physical skills. The childminder has some plans to develop outdoor play, for example, by introducing gardening. However, at present

additional resources and activities are not always available to fully extend children's creativity, curiosity and interest in the world around them. Children receive suitable encouragement to adopt a healthy lifestyle. Overall, children learn about good hygiene practices, such as washing hands at appropriate times, and the childminder makes sure they can access drinks whenever they are thirsty. However, she is not always vigilant in making sure children only drink from their own drinks bottle to further develop their understanding of healthy practices and to help prevent the spread of germs. The childminder offers healthy snacks and meals that children enjoy and comply with individual dietary requirements.

Children enjoy a broad range of experiences. The childminder regularly takes children to local toddler and pre-school groups where they mix with others and develop their social skills. They sing songs and join in with music and movement activities. Children experiment with different materials, such as modelling dough, paint and water. They listen attentively to stories and become engrossed in looking at books. They explore shape and size when making puzzles, fitting construction pieces together and manoeuvring wheeled toys around different obstacles. They make choices about what they want to play when selecting toys for themselves. Children benefit from good support to help them become independent and manage tasks safely. For example, the childminder patiently helps young children to manage climbing up and down stairs. She raises children's awareness of road safety when going for walks and provides them with clear boundaries. Children are enthusiastic learners and become well equipped with the skills they need to become successful learners and keep themselves safe. They relish the praise and encouragement they receive. It helps them understand what is expected and boosts their self-esteem. They learn about sharing, taking turns and good manners.

## 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	3
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	3
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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