

## Inspection report for early years provision

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<b>Unique reference number</b>	EY431097
<b>Inspection date</b>	05/01/2012
<b>Inspector</b>	Lorraine Sparey

<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 two school-aged children, in Frome, in Somerset. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of six children aged under eight may attend at any one time; of these, no more than three may be in the early years age group. There are currently two children on roll, both of whom are in the early years age group.

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

Overall the quality of the provision is good.

Children participate in a broad range of quality activities which are tailored to children's individual needs. The childminder knows the children's individual routines and personalities well, providing an inclusive and welcoming environment. The childminder develops positive relationships with the parents, gathering generally good quality information enabling her to meet their children's needs. There are some good systems to monitor and evaluate the provision enabling the childminder to make continuous improvement.

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

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

- review the systems to gather information about children's starting points and enable parents to regularly review their children's progress records and contribute to their child's learning and development record.

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

The childminder places a high emphasis on keeping children safe. She has completed safeguarding training enabling her to provide a safe and secure environment. The childminder demonstrates secure knowledge of the procedures to follow in the event of a concern with regard to a child's welfare. She has devised thorough policies and procedures providing parents with detailed information about the service offered and her role and responsibilities. Detailed risk assessments and daily check lists support the childminder in providing safe and stimulating play and learning opportunities.

There are a good range of toys and equipment for the children to choose from. This includes resources providing positive images of many aspects of our diverse

society, enabling children to learn to respect and value differences. The majority of them are accessible to promote children's choices. This is an area the childminder is currently developing. She uses the space well to provide different play learning opportunities, providing good levels of support.

The childminder has effective systems to monitor and evaluate her provision, involving parents and children in the decision-making. She has completed the Ofsted self-evaluation enabling her to critically evaluate the service offered. Regular discussions with parents and questionnaires provide opportunities for them to put forward ideas which can be incorporated. Children's views are considered and as a result activities are tailored to their individual needs and requirements. The childminder is committed to training, particularly with regards to the Early Years Foundation Stage framework. The childminder regularly meets with other childminders where they share good ideas. For example, the childminder has changed her planning following discussions about observations and assessments. The childminder develops positive relationships with parents and carers. They are provided with good quality information about the service offered through the childminder's portfolio. In addition they complete an 'All about me' form, recording information about their children's individual routines and preferences. These predominantly relate to welfare requirements rather than children's starting points in their learning. Parents are encouraged to be involved in their child's learning through informal discussions. However, the information is not always used to fully inform planning. There are currently no children on roll who attend other settings or need support from other agencies. The childminder is aware of procedures to follow in the event of this situation arising.

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

Children enjoy their time with the childminder. They benefit from her positive approach and good quality interaction. Children participate in a balance of adult - directed and child-initiated play and learning. Their individual interests are taken into account when the childminder plans the activities and play opportunities to maximise children's progress. Children's language is developing well. The childminder consistently narrates what they are doing to support their language development. Children benefit from frequent opportunities to share books and learn nursery rhymes promoting new words. The childminder introduces simple counting in everyday play. For example, supporting a child putting wooden shapes into a container counting one, two, and three. As a result children are developing good skills for the future. Their physical needs are effectively met. They regularly visit the local park where they have the opportunity to use the equipment to develop their large muscle control. Children enjoy participating in growing vegetables and herbs in the childminder's garden promoting their understanding of healthy lifestyles. They also learn how food is grown and prepared. Children's independence is effectively promoted. They are encouraged to feed themselves at mealtimes. The childminder supports the children, demonstrating how to use the spoon and praising them as they succeed. Children thoroughly enjoy exploring the treasure basket while the childminder prepares lunch. She engages well, talking with the children about the different objects. The childminder demonstrates how a

furry pig squeaks. A child spends considerable time pushing and pulling the pig to hear the sound. Children's imagination is very well supported. They have many opportunities to use a wide variety of creative materials to develop their own ideas. Some examples of children's creative work are displayed, enabling them to gain a sense of belonging.

The childminder completes regular observations and assessments of children's progress. She uses their interests and the recorded information to plan the next steps in their development and learning. The childminder reviews this process on a regular basis. As a result children are making good progress in all areas of their learning.

Children learn from an early age to follow good hygiene procedures and routines. During nappy changing even the youngest children are encouraged to wash their hands. The childminder talks about germs enabling them to understand why they need to follow good hand hygiene routines. Children benefit from healthy and nutritious home-cooked meals and snacks. The childminder has good procedures to enable her to meet children's dietary requirements. Children learn about how to keep themselves safe through discussion. They explore the safe and secure environment and learn from the childminder who acts as a positive role model. They talk about the evacuation procedures to enable children to know what to do in an emergency. Children's behaviour is good. They are encouraged to devise simple rules with the childminder to enable them to understand the expectations and boundaries. Children benefit from the childminder consistently praising them and supporting them in developing positive relationships. Children learn about the wider world through projects and visits in the local community.

## 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	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