

## Inspection report for early years provision

---

|                                |                  |
|--------------------------------|------------------|
| <b>Unique reference number</b> | EY289941         |
| <b>Inspection date</b>         | 14/01/2009       |
| <b>Inspector</b>               | Charlotte Jenkin |
| <b>Type of setting</b>         | Childminder      |

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder has been registered since 2004. She lives with her husband and two children in a semi-detached house on the outskirts of Chippenham. The house is within walking distance of the local school and park areas. The childminder is registered to care for five children under the age of eight years and currently minds four children in the early years age group. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The downstairs rooms except the study are used for minding and upstairs one bedroom and bathroom are used by minded children. There is an enclosed rear garden for outdoor play. The childminder has a level 3 qualification in childcare. She is a member of the National Childminding Association and the local childminding group.

## **Overall effectiveness of the early years provision**

Children are cared for in an inclusive setting where they are all highly valued and respected by the childminder and their peers. Children, therefore, learn to respect themselves and others and, in turn, develop a positive sense of identity. All children are included in activities and these are tailored to their own level and their individual interests. This ensures all children have their learning and development well supported in the provision and this helps them make excellent progress towards the early learning goals. The childminder continually reflects on her practice, implements new ideas into the provision and is fully committed to making ongoing improvements to the welfare and learning opportunities she offers the children.

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

To further improve the high quality early years provision the registered person should consider:

- continue to develop the print rich environment to include labels that reflect the diversity of the languages used by the families of the children attending

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

Children are cared for by a suitable and well qualified childminder. All policies are consistently implemented in the provision and this means children receive excellent care. All required information is gained from parents regarding children's individual needs, this is regularly updated and means that the childminder is able to incorporate individual requirements and routines into her day. Risk assessments are very effective in identifying and minimising hazards to children in order to promote safety both in the home and when out. Children benefit from the positive partnership with parents as they have their routines respected and are cared for in line with parents' wishes. Regular exchanges of information with parents, both

verbally and in writing, enables childcare issues to be easily discussed. Hence, the childminder offers the children continuity of care, including changes in sleep patterns and the introduction of new foods. Parents receive detailed information regarding the provision, including newsletters which inform them of current learning themes and menus for the forthcoming weeks. Information is shared regarding children's progress and achievements and this means all adults working with the children consistently support and promote their learning together. The childminder has recently put in place new targets for one child in line with both parents and the pre-school staff. The childminder has attended a great deal of training to support her professional development. This has enabled her to reflect on her practice and implement new ideas into her provision. This has enhanced children's learning opportunities, including them having more opportunities for free creativity. The childminder regularly evaluates her provision and also asks for the views of both the parents and the children attending. She has identified clear areas for future improvement and is committed to improving outcomes for children.

## **The quality and standards of the early years provision**

Children are highly confident, happy and at ease in the provision. They demonstrate a secure bond with the childminder as they confidently approach her to request activities, including asking her to read a story to them, which she quickly responds to. Children demonstrate a keen interest in books, saying the name of their favourite book and joining in with the repetitive words of the story. All children are included in the activities as the childminder then reads an interactive book with the children that the baby has been exploring. The childminder interacts well with the children, showing interest in what they have to say and asking them questions to encourage their language skills. This helps promote children's self-esteem as they are highly valued in the provision and, hence, talk freely about their lives. Children demonstrate a positive attitude towards their learning. They are keen to engage in activities, including sticking and drawing. They choose from a range of resources they wish to explore including pencils, sticky tape, paper and various materials and use those they wish to represent their own ideas. Children made a butterfly and a 'Stand up Angel'. Children have access to an interesting and stimulating range of adult-led and child-initiated activities that help them make excellent progress towards the early learning goals. The childminder has recently been exploring the weather with the children and as they had enjoyed this work she had a dressing up activity planned for them. Children were asked to choose the clothes they would wear from the box if, for example, it was hot or if they were going to the beach. Children chose from various boots, shoes, hats, coats and sunglasses, with the childminder questioning them skilfully to encourage their thinking and learning. Children then decided to engage in role play together, holding hands and going off on holiday and using their imagination well. Younger children joined in, getting their shoes and they all played cooperatively together. The childminder regularly observes the children during their play. She keeps photographs of them engaged in activities and links their progress and achievements to the six areas of learning. These are used effectively to plan for their future learning and development based both on their abilities and individual interests.

Children play in a welcoming and child friendly environment. There is a wide range of toys that supports the children's development in all areas, and these are easily accessible to the children to encourage them to choose those they wish to play with. Hence, children develop confidence and independence in the provision. The environment is print rich, with labels around to encourage children's understanding of the meaning of words. However, labels do not reflect the diversity of the languages used by the families of the children attending. Children are encouraged to learn about the importance of keeping themselves and their peers safe. The childminder gently reminds them how to use scissors safely at the table and to be careful of the younger children when pushing the buggy around. Children demonstrate a sound awareness of the need to stay safe when out. During role play children say to one another 'Hold my hand now as we are near the road', when they pretend to go on holiday to the seaside. Children develop their awareness of healthy eating through the nutritious snacks and meals they enjoy in the provision. They independently choose a piece of fruit for snack time, demonstrating a positive attitude towards nutritious foods. The childminder also uses mealtimes to support their development in other areas and offers them 'triangle' marmite sandwiches and 'rectangle' cheese ones. Children have regular access to fresh air and exercise with visits to local parks to play on the large apparatus. They also feed the ducks, visit places of interest and attend local groups. They demonstrate a positive attitude towards exercise, stating they enjoy running around outside with the childminder. Children's behaviour is exemplary. The childminder is an excellent role model to the children, being polite and respectful to them. They are, therefore, respectful towards one another, share and take turns and are well engaged in purposeful play.

## 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*

### Overall effectiveness

|                                                                                                             |   |
|-------------------------------------------------------------------------------------------------------------|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 1 |
| How well does the provision promote inclusive practice?                                                     | 1 |
| The capacity of the provision to maintain continuous improvement.                                           | 1 |

### Leadership and management

|                                                                                                   |   |
|---------------------------------------------------------------------------------------------------|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 1 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 1 |
| How well does the setting work in partnership with parents and others?                            | 1 |
| How well are children safeguarded?                                                                | 1 |

### Quality and standards

|                                                                                                       |   |
|-------------------------------------------------------------------------------------------------------|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 1 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 1 |
| How well are children helped to stay safe?                                                            | 1 |
| How well are children helped to be healthy?                                                           | 1 |
| How well are children helped to enjoy and achieve?                                                    | 1 |
| How well are children helped to make a positive contribution?                                         | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 1 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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 |
|--------------------------------------------------------------------------------------------------|-----|

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.