

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY292495         |
| <b>Inspection date</b>         | 21/11/2011       |
| <b>Inspector</b>               | Rachael Williams |
| <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 2004. She lives with her husband and their two children in Langport, Somerset. The whole of the premises are registered for childminding purposes with the first floor predominantly used for sleeping and to access toilet facilities. The children also have access to the rear garden. The family care for a pet cat and a snake.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register for a maximum of four children under eight years old; of whom, two may be in the early years age range. The childminder is also registered to provide overnight care for one child under eight years old. At present, the childminder has six children on roll; of whom, three are in the early years age range.

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

Overall the quality of the provision is good.

Children attending the setting are happy and confident as the childminder has good knowledge of their individual needs, interests and routines. Consequently, children make generally good progress in their learning. Their welfare is promoted effectively in a supportive environment. Strong links are beginning to be developed with other early years providers, however these are not fully embedded. Positive relationships are established with the parents to enable continuity in children's care, learning and development. The childminder accurately monitors the service she provides to bring about continuous improvement.

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

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

- develop further assessment arrangements to clearly identify learning priorities which reflect children's stage of development
- embed further partnership arrangements with other early years providers.

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

The childminder demonstrates a high level of commitment to promoting a safe environment, for instance, through the use of risk assessments and daily checks. Therefore, babies and young children feel confident to explore independently. For example, stair gates are used successfully to prevent children accessing potential hazards in the kitchen and on the stairs. The youngest children show signs that they feel safe and secure within the homely environment as strong attachments have been formed with the childminder. The childminder regularly updates her

knowledge of safeguarding issues and therefore, has good knowledge of child protection procedures in order to promote children's well-being should an incident occur.

The childminder considers the service that she offers and accurately identifies where she needs to improve for instance, in identifying children's learning priorities and sharing these with other early years providers. The childminder accurately identifies the strengths of the setting. For example, she spends valuable time getting to know the children and their parents and consequently, has good knowledge of children's individual needs to provide an inclusive environment. Parents are fully involved in the self-evaluation process in order to further develop the childminding service for instance, through annual questionnaires. The childminder has successfully addressed recommendations from the last inspection for instance, further developing security arrangements so that children cannot leave the premises unattended.

The childminder uses her local environment well to enhance children's experiences. For example, there are regular opportunities for children to be physically active at a local soft play centre. Children have access to a good range of high-quality resources which are regularly rotated according to children's interests. These include resources to reflect the diversity in our society. Toys and resources are carefully positioned in low level units so that children can access independently.

Positive relationships have been established with parents. They receive a wealth of information regarding the childminding service and, through a daily communication book, have accurate information regarding their child's achievements. Parents comment positively on the childminding service for instance, on the 'well planned activities and opportunities to follow own interests' and how specific care is given to meeting the individual needs of the children. Partnerships with other early years providers are being further developed. Parents value the strong links established with the school so that information can be regularly shared.

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

Positive and caring relationships are established with the children. Their achievements are celebrated exceptionally well and they have a good sense of belonging. For example, photographs and creations adorn the walls. The childminder has thorough knowledge of children's interests and provides children with a range of experiences. For example, a child thoroughly enjoys exploring the musical instruments taking great care to discover how each of them makes a noise. A child shows excellent hand/eye coordination as she stacks beakers carefully placing one on top of the other. She enjoys imitating the childminder and solves problems well for instance, to link two cups together to make a shaker. Children squeal with delight at the childminder's consistent engagement with them to challenge their learning for example, to repeat sounds using a puppet for inspiration. Younger children are confident to ask for activities such as, repeating well known rhymes and cuddle close for favourite stories.

The childminder plans a wealth of experiences to encourage children's development; these include specific topics, festivals and celebrations. The childminder has good knowledge of children's starting points through her discussions with parents and her initial observations. The childminder makes sensitive observations of children's engagement in activities. However, these are not consistently linked to children's stage of development and do not fully reflect identified learning priorities.

The childminder promotes children's safety on outings well. Children become aware of their own safety for instance, as they discuss road safety on regular walks within the local community. The childminder assesses each outing and provides appropriate equipment. Children's well-being is considered as the childminder ensures appropriate reference cards for individual children are readily available for each outing.

The childminder has established a hygienic environment for young children to crawl and explore. She has carefully considered hygiene with regards to the family's pets for instance, children are unable to access feeding bowls and litter tray as a stair gate prevents access. Children wait patiently for their healthy snack and are aware that they need to clean their hands prior to eating. For younger children wet wipes are used and older children access the bathroom where there are gentle reminders of the importance of washing hands. Each child has an individual towel which is stored safely on their own personal clothes peg consequently, the spread of germs is limited. The childminder works closely with parents to promote continuity in care for instance, to develop independent skills with regards to toilet training.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <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

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|------------------------------------------------------------------------------------------------------|---|
| <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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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard children being cared for from abuse or neglect (Arrangements for Safeguarding Children) (also applies to the voluntary part of the Childcare Register) 09/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified under the compulsory Childcare Register of the report (Arrangements for Safeguarding Children) 09/12/2011