

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY336135    |
| <b>Inspection date</b>         | 25/11/2009  |
| <b>Inspector</b>               | Angela Cole |
| <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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the childminding

The childminder was registered in 2006. She lives with her partner and their two children aged six and four years, in a three-bedroom house in a residential area of Cheltenham, Gloucestershire. The whole of the property is registered for childminding and the ground floor is used as the main play area. There is an enclosed garden to the rear of the property for outside play. The family has a cat as a pet.

The childminder is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to offer childcare before, during and after school and in school holidays. She is registered to care for four children at any one time, of whom two may be in the early years age group, and is currently minding six children in the early years age group on a part-time basis. The childminder also cares for older children.

The house is within easy walking distance of shops, park, library and toddler and playgroups. The childminder takes and collects children to and from a primary school. The childminder holds a level 3 qualification in early years childcare and education. She is a member of the National Childminding Association and is a member of an approved childminding network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers an inclusive environment where children settle to be secure and happy. The children make good progress in their development as she observes them closely to be well aware of their individual interests and has begun to be aware of their next steps in learning. Overall, the home is well organised to enable children to choose from a good range of attractive resources and to be actively engaged in interesting play activities. The childminder works in close partnership with families to foster children's learning and she implements most required procedures and documentation so that, generally, their welfare needs are effectively met. Her careful reflection ensures that plans are well targeted to bring about further improvement to the provision and outcomes for children.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- complete a first aid course by 07/12/2009. (Suitable people) (also applies to both parts of the Childcare Register) 07/12/2009

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

- develop the use of assessment to plan the next steps of learning for individuals and extend the range of outdoor play resources to increase opportunities for their independent learning.

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

The childminder is committed in her promoting of the children's safety. From a young age, children are taught how to become safety conscious through clear guidance. Generally, the childminder is well organised in her management of policies and procedures which are effective in practice in the protection of children from harm and the spread of infection. Her detailed risk assessments of the premises and outings are regularly updated and she is booked to renew her first aid training that has recently expired.

The childminder's house is well organised and equipped with good quality toys and resources. These are readily available indoors to children in order to assist with their independence, and are more varied outdoors in better weather. The childminding records, policies and procedures are, overall, used effectively to promote children's welfare. The childminder has made a good start to using self-evaluation to identify areas for improvement. Parents' views are gathered through regular consultation which goes towards making good links and ensures that the childminder's service for families is inclusive and there is equality of opportunity for each child.

Partnerships with parents are well established and the childminder has well-thought out strategies to link with other providers and agencies. As a result, there is a good level of communication and sharing of information relating to each child to foster their well-being and consistent learning. The childminder uses information from parents, such as the children's play and routines, as a starting point to assess their developmental needs. This ensures that children's individual needs are met. Parents are made welcome and receive good quality information about their children's care.

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

Children benefit from the childminder's secure knowledge of the Early Years Foundation Stage and are happy and relaxed in her company. Overall, they have access to a range of good quality resources that gives them choice in their play. For example, they enjoy building with construction bricks and exploring small world toys, such as those connected with an attractive doll's house. The childminder has introduced systems to observe and assess the children's progress as they play. She uses information gathered from her notes, photographs and examples of their work, along with her knowledge of the children, to meet their needs as they play and has begun to assess the next steps in learning for some children. The young ones benefit from the childminder's enthusiasm and her thoughtful interaction and

involvement in their activities. She effectively encourages them to develop skills for the future. Children gain good language as the childminder talks with them throughout the day. They develop a love of books to regularly ask for stories and use these to remember their experiences, for example, building sandcastles on the beach. Their problem solving skills are well fostered as the childminder challenges children to count items; young ones confidently use mathematical language in their play, for example, as they compare the sizes of toy dolls and cots. Children effectively learn to use technology in their learning as they explore battery operated toys and take photographs of activities, such as searching for animals on a 'safari hunt'.

The children learn and develop well in relation to their starting points and capabilities. They are interested and involved in their learning, asking questions and initiate activities for themselves, such as collecting the post. Children are active learners and enjoy creating, for example, with paint and chalks. They fetch toys to join in the actions of their chosen songs, such as 'Miss Polly had a dolly'. Young ones concentrate for a long time in imaginative play with their favourite toys, including a fire engine. Children gain a good understanding about the world around them as they go on outings and in their role play, for example, dressed as a nurse or with a farm set. Young ones are well supported to recall different trips, such as taking the childminder's cat to the vet for its health check, and visiting shops and the library. They learn to care for living things as they feed the ducks and, occasionally, plant seeds. The childminder meaningfully encourages them to learn about differences as they raise money for disadvantaged children.

Children's welfare is well supported in practice. Pre-schoolers learn the importance of a healthy diet as they make choices about what they eat, including a variety of fruits. Drinking water is freely available during the day, ensuring they stay hydrated. The well-established routines for hand washing ensure that young children learn about good personal hygiene. They enjoy a good range of physical activity which helps to contribute to a healthy lifestyle. Each day they enjoy walks to and from the local toddler group, or to the nearby play-park. If the weather is suitable, they play in the garden. In better weather, children access a good range of activities, for example, using sand or water, though in the winter the resources mainly foster physical play, including wheeled toys and a small trampoline. Children enjoy being active indoors as they help set up a tunnel and tent to develop their large muscle control by crawling and balancing. Children effectively learn how to keep themselves safe. They practise emergency evacuation procedures each month to become confident with escape routes and routines, and hear clear explanations of house rules, such as not standing on furniture. They gain a good understanding of dangers and how to stay safe, for example, by discussing how to handle a 'hot', toy iron and fastening the safety straps of a doll's 'seat'. The childminder has a calm and friendly manner and is a positive role model for the children. They follow her lead to be polite, share toys and willingly take turns so that their behaviour is good.

## 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>How effectively is the Early Years Foundation Stage led and managed?</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                                                                    | 3 |
| 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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|------------------------------------------------------------------|---|
| 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:

- take action as specified in the early years section of the report. (Welfare of the children being cared for) 07/12/2009

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 in the early years section of the report. (Welfare of the children being cared for) 07/12/2009