

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY336925      |
| <b>Inspection date</b>         | 11/12/2009    |
| <b>Inspector</b>               | Anne Mitchell |
| <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 was registered in 2006. She lives with her husband and two children in Larkhill, Wiltshire. The whole of the home is registered for childminding, with the exception of the master bedroom. All facilities on the ground floor are accessible. There is a secure garden for outside play. The family has two dogs and three guinea pigs. The childminder walks or drives to schools and pre-schools and attends a local toddler group.

The childminder is registered on the Early Years Register, as well as the voluntary and compulsory parts of the Childcare Register. A total of five children may be cared for at any one time, three of whom may be in the early years age group. There are currently three children on roll, all 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 make good progress towards the early learning goals, through well planned, age appropriate activities based on children's individual interests, and stage of development. They enjoy their time with the childminder, and are settled and happy. The childminder monitors her practice through reflection and discussion with other childminders, and these systems are generally effective.

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

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

- develop observations and assessment systems further to identify learning priorities for each child and ensure all areas of learning are covered equally
- develop additional systems to monitor and evaluate the provision.

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

Children are well protected from harm and neglect. The childminder has attended training in child protection and is fully aware of signs and systems of possible abuse. She is confident about the procedures to follow in the event of any concerns. Effective risk assessments are in place for the home, garden and outings to ensure children are safe and secure at all times.

The childminder provides children with a broad range of resources, including posters, puzzles and books that provide positive images of diversity. Toys and books are easily accessible, providing children with clear choices in their play. Books such as 'Clever Dad' promote gender issues in a positive way. Good use is made of the local environment for walks and physical play. The childminder takes

children to local parks, on countryside walks and to toddler groups to provide extended opportunities for social interaction, physical development and additional creative activities.

Overall, systems to monitor and assess the provision are successful. The childminder has addressed all the recommendations and actions from previous inspections and attends training events to improve her practice. She considers practice issues through discussion with other childminders and uses internet sites and the childminding magazine 'Who Minds' for ideas to support children's learning. However, these systems are fairly informal without realistic time scales for improvement.

The childminder has developed strong relationships with parents and carers. They are provided with the childminder's written policies and procedures. They are given daily informal information about children's routines and progress and are able to view their developmental folders. Parents state that they are 'very happy' with care and education provided and feel that the childminder has been invaluable in helping their child's progress in toilet training, speech and confidence. The childminder ensures that children's art work, messages and photos are forwarded by post or e-mail to parents working away. The childminder is aware of the need to liaise with other early years settings children may attend, but there is no requirement to do so at this time.

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

Children enjoy a good level of interaction throughout the day, promoting their speech and language development well. The childminder repeats difficult words for children so they become more competent. She uses open-ended questions to enable children to think for themselves and solve problems. Together the childminder and children put the bricks away. A child tells the childminder 'I think it's going to be too heavy'. The childminder asks 'Why?' and the child replies 'Because there's lots of bricks in it'. Together the childminder and children talk about how they walk the dogs together and a child recalls feeding the horses with carrots and apples.

Babies enjoy lots of cuddles and emotional support. The childminder uses lots of positive gestures and facial expressions to promote their emotional security. Children enjoy Christmas craft activities. The childminder provides glue, collage materials, glitter, card and a large felt stocking to decorate. Children remain focussed and interested. They laugh about all the glitter over the floor and talk about why it is important to clean it away so the baby doesn't put it in their mouth.

The quality of planning for individuals, observation and assessment is generally good. The childminder completes observations on each child. Each observation records how the child is progressing and provides next steps for their development. Currently, the childminder does not record the areas of learning covered in the observations so opportunities to monitor that all areas are covered equally, are limited.

Children's safety is well promoted because they learn about safety through reinforcement indoors and on outings. A child pretends to 'fly' a toy car in the air over the baby's head. The childminder gently suggests he moves away so he doesn't hurt the baby. Road safety is reinforced on outings to local parks. Clear records are kept of checks on smoke detectors, fire drills, cleaning, fridge checks and vehicle checks to ensure children are cared for in a safe and secure environment.

Children learn about healthy lifestyles though following good hygiene routines. They wash their hands after using the toilet and before meals. A child points out his own individual hand towel. This helps to limit the spread of infection. Good use of visual prompts in the form of hand hygiene posters in the downstairs toilet remind children to follow these routines. The childminder provides clear explanation and reinforcement about getting rid of germs and having nice clean hands. Healthy snacks and meals provided and a menu plan is displayed. Children enjoy fresh fruit, pancakes or toast, for example. Children have regular opportunities to enjoy fresh air and exercise in the local environment.

Children are well behaved and polite. The childminder provides lots of positive interaction and well planned activities. She is encouraging and uses praise consistently. Children spontaneously say 'please' and 'thank you'. Children relate well to the childminder and are happy and settled in her care.

## 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                                                                    | 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

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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        | 1 |
| The extent to which children develop skills for the future       | 2 |

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## **Annex B: the Childcare Register**

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| 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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