

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY359621    |
| <b>Inspection date</b>         | 20/03/2012  |
| <b>Inspector</b>               | Dinah Round |
| <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 registered in 2007. She lives with her husband and four children aged 15, 10, five and one year, on the outskirts of Cheltenham, Gloucester. The childminder is registered to work with another childminder at this address, but generally works on her own. The whole of the property is available for use, but childminding is mainly carried out on the ground floor with toilet facilities easily accessible. Sleep provision is provided on the first floor. Children have access to an enclosed rear garden for outdoor play. The family have a dog and a cat. The childminder is registered on the Early Years register and on the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children at any one time, of whom two may be on in the early years age range. She is currently minding four children in the early years age group. The childminder is a member of the Gloucestershire Cluster of Children Come First Quality Assured Childminding Network.

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

Overall the quality of the provision is good.

Children are happy and settled in the relaxed and caring environment. The childminder has a good understanding of children's individual needs, and overall provides a good range of interesting play experiences that support children's learning and development. Children's welfare is promoted well, and generally partnerships with parents and others are well established in contributing towards continuity of care for children. The childminder continually reflects on her practice to think about the service she offers and consider ways to improve the outcomes for children.

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

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

- improve the systems to work together with other early years practitioners to support transition and consistency between settings
- increase children's mathematical understanding through play activities, such as stories, songs, games and imaginative play and through the daily routines.

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

The required records are in place, well organised and stored confidentially. The childminder implements clear policies and procedures to promote children's safety

and welfare. This includes a safeguarding and complaints policy, which are shared with parents so they are clear of the child minder's responsibilities. Children's welfare is well promoted because the childminder has a secure understanding of child protection issues and procedures to follow in the event of concerns about a child in her care. The childminder uses effective systems of risk assessment. Regular safety checks are carried out and measures put in place to provide children with a safe and secure environment. Written records are completed to help identify and minimise potential risks to children, both in the home and on outings. For example, the childminder has recently purchased a greenhouse for the family allotment and has identified the potential risks and safety measures she needs to put in place to keep children safe. Children are closely supervised and consistently supported by the childminder, this enables them to move around freely and safely in their play.

The childminder organises her home well to meet the needs of children in her care as a place to feel 'at home' and a place to learn. Children access a good range of age appropriate toys and play equipment. Many resources are positioned in low-level storage units to encourage children to explore and make independent choices about their play. Children have regular opportunities to be outdoors and to go on outings, which aids their enjoyment and play experiences. The childminder provides all-in-one playsuits for children to use while outdoors, as a result, children get plenty of fresh air and exercise. Equality and diversity are effectively promoted. The childminder values children as individuals. She has a good understanding of their abilities and stages of development and adapts play activities so that all children are included.

The childminder regularly takes part in training events and workshops to update her knowledge and skills. For example, she recently attended a workshop 'Lets All Play' and training on 'Inclusion' and 'Communication'. She uses her developing knowledge to help reflect on her provision and identify ways to continue to improve the care she provides for children. For example, the outdoor play space is currently being revamped to offer children a greater range of play experiences. Action taken by the childminder has successfully addressed recommendations from the last inspection. Additional resources have been purchased that reflect different backgrounds and cultures, and the childminder incorporates activities linked to festivals from around the world. This supports children's growing understanding of diversity and raises their awareness of the cultures and beliefs of others.

The childminder has established a close working relationship with parents. She provides comprehensive information to parents about her provision through written policies, termly newsletters and display notices. Settling-in sessions are organised to support children's transition from their home to the childminder's setting. This helps children to settle and feel comfortable in her care. Informal discussions, alongside daily dairies detailing children's sleep times, nappy changes and food eaten, means parents are successfully informed about their child's care and well-being. Children's learning journals are shared with parents on a regular basis, and ideas are suggested for things parents can do at home with their children. Parents are encouraged to contribute children's achievements through 'Wow' observations, which actively involves them their children's learning and development. Some children attend other early years settings, but effective links are not yet in place to

fully support continuity for children's care and learning.

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

Children are happy and settled. They are cared for in a welcoming and caring environment and develop trusting relationships with the childminder. Younger children's routines are successfully followed whilst in the childminder's care. Their body language shows that they are content, safe and secure as they snuggle in to the childminder when sleeping and after a bottle. The childminder has a secure understanding of the Early Years Foundation Stage Framework and uses this to provide children with fun and stimulating experiences. She knows children well and uses her observational assessments to help her plan future play experiences to support their learning and development. Children participate in a good range of activities, which are planned to take account of their individual abilities. This means that children make good progress overall. Children show consideration to others and happily share and take turns in their play.

Children show curiosity as they investigate their surroundings and explore the easily accessible resources. Children's communication and language is successfully promoted. The childminder's positive interaction with the children and the close links established with parents, help her to support younger children's developing language. She continues to introduce new words and ask open-ended questions to develop older children's thinking skills, such as, what will happen next as children wind up cars and race them across the floor. Younger children enjoy cuddling up to look at a book with the childminder, they point their finger to the pictures, smile and vocalise in response to the interaction from the childminder. Props are used with stories to engage children and enrich their learning. Children are introduced to number and counting when out in the local environment, such as recognising numbers on the houses. However, they do not regularly use mathematical language or solve problems during everyday activities and routines. Children take part in frequent outings around their community to widen their play and learning experiences. They enjoy trips to the family allotment, where they help to dig the soil, plant seeds and care for the vegetables to watch them grow. This helps develop children's understanding of where food comes from, for example, children grew their own pumpkins, which they took home at Halloween to share with their family. Children enjoy a wide range of creative play activities, such as using paint, play dough, sand, gloop and baking activities. All children created pictures on canvas for Mother's Day. The childminder thoughtfully adapts the activity to enable individual children to experiment and work at their own level.

Children's health and safety is promoted well. Young children are learning how to keep themselves safe in their play as they begin to develop confidence. The childminder offers children good support as they learn to walk so that they feel safe and secure. Children learn what to expect if they need to leave the home in an emergency because they are involved in practising the evacuation plan. Children learn suitable routines for their personal hygiene and older children wash

their hands before eating. The thoughtful childminder makes sure that babies' needs are met well offering regular drinks and linking closely with parents about their individual feeding patterns.

## 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                                                                    | 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            | 3 |
| 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**

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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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