

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY400811      |
| <b>Inspection date</b>         | 11/01/2011    |
| <b>Inspector</b>               | Tom Radcliffe |
| <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 2009. She lives with her husband and three children in Swindon. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time of whom no more than three may be in the early years age group. She is currently minding two children under five all day. The childminder also provides care for one child over eight years of age before and after school. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She walks to local schools to take and collect children and the family has two pet guinea pigs.

The childminder 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 enthusiastic childminder meets children's needs effectively as she treats each child as a unique individual with their own interests and starting points. Children thrive in a child-centred setting where they can make choices, be independent and lead their own play. The childminder uses good partnerships with parents to support the progress that children make. She also understands the value of wider partnerships and reflects on what she does in order to enhance outcomes for children. The childminder understands children's progress however play opportunities are not always sufficiently planned to support learning fully.

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

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

- build on the present planned learning experiences that children access to ensure that their learning is fully supported.

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

The childminder explains to parents about her services through the use of concise and informative written policies and procedures. This helps the safe and efficient management of the provision which is designed to ensure that children are happy and that their needs are met. The childminder has a good understanding of effective practice, for example, to ensure that children are fully safeguarded. As a result all adults are vetted for suitability, supervision is caring and all procedures

protect children's interests. In addition children play in secure premises where potential hazards are minimised through the use of effective risk assessments. Children explore freely indoors, use outdoor play space and regularly walk within the locality. This helps to build children's confidence and their ability to make decisions. Children's health and well-being is promoted by the childminder as she maintains high standards of hygiene and manages accidents or illness well.

The childminder monitors all aspects of her work very carefully. She uses children as the main source of information but also she considers the opinions of parents to fully understand her strengths and weaknesses. This is an important aspect of her work and there have been improvements and progress made since she registered. In addition the childminder is committed to undertaking appropriate training to update her skills and she shares expertise with a locally based childminding network. She also takes part in quality assurance schemes operated by the local authority which allow her to set targets for ongoing improvements. There are very positive partnerships with parents and wider partnerships are being developed to support children as they use other settings.

Children play in very well-organised accommodation which they find interesting and stimulating. The childminder has a good understanding of the varying age needs of children and makes a range of appropriate resources available to support them. Most of children's play is child-led which the childminder facilitates well. She supports children's choices, offers advice and joins in to enhance their enjoyment and learning. The provision is inclusive as all children are treated as individuals who are able to build on what they can already do. In addition children access activities and use resources that help them appreciate their diverse world in an age appropriate way.

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

Children make progress as they spend time with the childminder and access a range of interesting play opportunities. The childminder has an accurate understanding of children's starting points and has developed good methods of observing children to understand their progress. She collates assessment information which she shares with parents and uses to track children's progress towards the early learning goals. Assessments are also used when planning future play and learning which also take into account children's interests and personalities. Though these processes are good the childminder does not sufficiently plan activities in order to fully support children's actual learning potential.

Children of all ages enjoy taking a lead and making choices. They decide to play with toys cars, make a track for trains or experiment with magnets to discover what they can pick up with them. As children play they respond well to the childminder as they listen to advice and absorb information which impacts on their knowledge and understanding. When playing with jigsaws children learn how best to assemble them and when sharing books children realise that they can be good

sources of information. Children readily involve the childminder in their play, for example, when making a pretend ice-cream for her as she prompted conversations about flavour and numbers. The childminder promotes children's communication skills through questioning and encouraging them to express their ideas and opinions. Children encounter mathematical ideas through practical play and enjoy using role play equipment. The childminder has a good understanding of the Early Years Foundation Stage and a good understanding of how children learn through first hand experiences and play.

The childminder effectively promotes all aspects of children's welfare. They experience appropriate activities and guidance which allows them to have an understanding of their own safety and that of others. They are well safeguarded and take responsibility for their own behaviour as they share and involve each other in their play. The childminder manages behaviour very well as she allows children to resolve issues for themselves but is always on hand to offer additional support. She also allows children to have an understanding of the varying needs of other children, for example, that children of different ages have a range of skills and competencies. This takes place as children of different ages play together. Children concentrate for long periods of time and understand that different activities require different responses, for example, when playing alone or when playing with others.

The childminder consistently promotes outcomes for children. Children are very happy as they play, invent games, make choices and take part in conversations. They freely explore play opportunities and show a great enthusiasm for what they do. Children enjoy a strong and trusting relationship with the childminder which promotes communication and their self-esteem. Children understand about healthy lifestyles and choices as they have snacks and enjoy walking. In addition even the youngest children enjoy challenge and respond well when expected to take a lead when making decisions and expressing choice. Children generally acquire skills and abilities which are age appropriate and their progress ensures that most children are prepared well for future learning needs.

## 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**

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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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