

## Inspection report for early years provision

---

|                                |                |
|--------------------------------|----------------|
| <b>Unique reference number</b> | EY407618       |
| <b>Inspection date</b>         | 02/03/2011     |
| <b>Inspector</b>               | Hilary Tierney |
| <b>Type of setting</b>         | Childminder    |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 2010 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She offers care Mondays to Fridays from 8.00am until 6.00pm all year round. She is registered to care for five children aged under eight years, of these two may be in the early years age group and of these, one may be aged under one year, at any one time. She currently has a total of two children in the early years age group and two children over six years of age on roll. She offers support to children who have special educational needs and/or disabilities and those who have English as an additional language.

The childminder lives in Churchdown, a suburb of Gloucester, within easy reach of Cheltenham, in Gloucestershire. The childminder lives in a four bedroom house with her partner and two-year-old child. Local amenities include schools, pre-schools and toddler groups, parks and shops. Most childminding takes place within the ground floor lounge/diner and playroom. The conservatory and kitchen are also available for use and there is an enclosed rear garden. Cloakroom facilities are available on the ground floor and sleep facilities are available in the first floor nursery. The childminder is currently working towards achieving the Bristol Standards Quality Assurance Scheme.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children are very happy, confident and have settled extremely well at the childminder's home and as result they are progressing well in all areas of learning. The childminder has a calm, caring approach towards the children and has built good relationships with them. The partnership with parents' is good and detailed information is shared regularly with them. The childminder has completed the self-evaluation process and has clearly identified areas she would like to develop. Some paperwork requires development. The plans for the future 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 further improve the early years provision the registered person should:

- develop the links between sensitive observational assessments and planning, to include children's interests, to inform and help continue to meet all children's individual needs
- consider the use of a system to record any visitors to the property and ensure all appropriate information is requested, such as purpose of visit and

hours of attendance.

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

Procedures for safeguarding children are robust and understood by the childminder. She is very clear about what to do if she has any concerns about children in her care which help her identify children at risk. The environment is safe and supportive and children are taught to keep themselves safe as they play. Robust risk assessments contribute to keep the environment safe. All necessary written parental permissions are in place and the premises are secure. Although, the childminder checks visitors identification she does not record their attendance or purpose of visit.

Resources are easily accessible and the bright, cheerful play room is inviting for children. Resources are used effectively to support children's learning and development. Children achieve well as a result of the environment they are in. The childminder has a good awareness regarding how to promote equality and diversity within the community. She has a good understanding regarding the children's background and individual needs and she helps children understand the world around them.

There is a good partnership with parents'. Regular information is shared with them through both daily diaries and verbal communication when they collect and leave their children with the childminder. Children's learning journals are shared with parents regularly which helps them feel involved in their child's learning. The childminder regularly asks parents for their views and uses their comments to improve practise. Parents comments are very positive about the care provided and the childminder and her home. Partnerships with other early years settings that children attend are well establishes and the childminder regularly shares information with the local schools when she collects children. The childminder demonstrated a good understanding about how she will develop links with other early years settings when the younger children start attending them.

This is the childminder's first inspection since registration. She has completed the self-evaluation process in detail and has clearly identified her strengths and weaknesses and where she would like to improve her practice. Areas to improve have been effectively identified and include working towards achieving the Bristol Standards Quality Assurance Scheme.

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

Good quality interactions and well organised routines help children to feel safe and secure in the setting. They are happy and confident and have built good relationships with the childminder. Children are settled and have a sense of belonging. The childminder ensures they are able to display their work around the

play room at a height that they are able to see and show others their work. This helps to build good self-esteem. The childminder has started to observe and assess the children's learning and development, although she has clearly identified children next steps and is aware of their interests, she is not yet linking these fully to the general planning of activities to help her continue to meet their individual needs.

Children are motivated and interested in a broad range of activities which keep them fully occupied during their time at the childminders home. There are lovely interactions between the children and childminder as they play. The childminder talks to the children constantly about what they are doing and she asks open questions to help them think and problem solve. The childminder is calm, caring and has a gentle approach towards the children and as a result the children respond to her well. They are well behaved and beginning to learn about sharing and taking turns.

Children enjoy role play and enjoy pretending to feed their dolls, take them for walks and making tea for the childminder. They enjoy looking at books alone and together with the childminder. They are able to access books easily. They sit in the cosy corner provided and carefully turn the pages looking at the pictures. Children are able to develop their creative skills through well planned activities appropriate for the age of children attending, such as chalking on small boards, colouring and painting. Children develop their physical skills through using play dough where they are able to roll, cut and mould the dough. They take part in a range of activities such as music and dance. They enjoy singing along with the childminder and using musical instruments. Children enjoy rattling the bells, banging on the drums as they sing along to the music.

Children are beginning to learn about good personal hygiene practises. They are encouraged to wipe their hands with anti-bacterial gel before eating and are able to select their food from the plate. Children are encouraged to pour their own drinks with a little help from the childminder. Children enjoy eating fruit and are encouraged to sit at the table as they eat. Children have regular access to fresh air and exercise. They are play regularly in the garden and nearby park where they are able to develop their physical skills and begin to learn about regular exercise as part of a healthy lifestyle.

## 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

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

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

|                                                                  |   |
|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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

|                                                                                                   |     |
|---------------------------------------------------------------------------------------------------|-----|
| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
|---------------------------------------------------------------------------------------------------|-----|

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