

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY416542     |
| <b>Inspection date</b>         | 03/03/2011   |
| <b>Inspector</b>               | Debbie Starr |
| <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 registered in 2010. She lives with her partner and one child aged two years in Patchway, South Gloucestershire. All areas of the family home are used for childminding purposes. This includes a fully enclosed garden for outdoor play. The family care for a pet rabbit.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. The childminder is registered to care for a maximum of one child for overnight care under eight years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is currently caring for three children within the age range of the Early Years Register and three children within the age range of the compulsory part of the Childcare Register. All children attend on a part-time basis. The childminder makes use of local facilities including toddler groups, library and parks and takes children to and collects from local pre-schools and schools.

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

Overall the quality of the provision is good.

The childminder effectively identifies, plans and meets the individual needs of children in her care, enabling her to promote their welfare and development well overall. The childminder's good knowledge and understanding of how children learn supports children to make good progress in their learning and development. Good partnerships with parents ensure continuity in children's care, learning and development. Partnerships with other early years providers that children attend are not yet well established. The childminder demonstrates a strong commitment to continuous improvement through effective self-evaluation that ensures the outcomes for children are good.

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

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

- extend the range of resources that reflect diversity and offer regular experiences that promote children's awareness of the wider world
- develop the two way flow of information with other early years providers to ensure continuity in children's care, learning and development.

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

Appropriate arrangements ensure all adults in the household have undergone suitable vetting procedures. The childminder's robust understanding of child protection issues and knowledge of the procedures she should follow ensure concerns are dealt with effectively and children's well-being is safeguarded very well. Comprehensive risk assessments on all areas of her home and outings alongside daily visual checks ensure children are cared for in a safe and secure environment. All required records and documentation are well maintained, organised and shared with parents. Children easily access a varied range of good quality toys and resources that support their play and reflect their interests. Visits to local toddler groups, library and parks promote children's awareness of their local community. The childminder has a good knowledge of individual children's backgrounds and needs overall. Children, however, have access to few resources that reflect diversity and do not have regular opportunities to develop an awareness of the wider world through meaningful activities and experiences.

The childminder clearly demonstrates a strong commitment to her continuous improvement through effective self-evaluation that is well targeted in most areas of her practice. She is committed to developing her understanding of early years through training and advice given by the local early years advisor. For example, she has sought advice to develop and improve her understanding of the assessment process for children's development. This has had a significant impact upon her planning and evaluation of activities and children's achievements. She has accessed safeguarding training since registration to consolidate her knowledge and understanding. As a result, the outcomes for children are good. Future training is identified to develop further her understanding of observation and assessment.

The childminder builds good relationships with parents, who are very appreciative of the care given and progress their children make. They are well informed of her practice through discussion, written policies and procedures and clear display of information such as the Ofsted contact number. On going discussion, access to written observations and exchange of information about children's interests, achievements and progress ensures that each child is valued and overall their individual needs are identified, supported and met. Initial links with other early years providers that children attend are not well established.

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

Children are at ease and secure with the childminder because she knows them well. Children make good progress because the childminder uses her observations of what children know and do to clearly identify and individually plan for their next steps in learning. Discussion and information gained when children first start contributes effectively to this process of assessment. Children's learning is supported well through both child and adult-initiated activities. Children are eager

to join in activities that reflect their interests. For example, children's enjoyment in books is used effectively to support their priorities in learning. Good use of open-ended questioning consolidates and extends their understanding of number, develops their vocabulary and understanding of rhythm and gives them opportunities to express and develop their own ideas using props such as teddies. Children demonstrate through their imaginative play a good understanding of how technology works, such as electronic tills and swipe machines for bank cards. Children are offered suitable challenges and with good support persevere as they work out a three dimensional puzzle of shapes and blocks. Children are eager to create their own ideas using paint and develop good problem solving skills through everyday activities. For instance, when attaching paper onto clips on an upright easel. Children are keen to mark make using circular movements to paint family members and are starting to write recognisable letters in their name and link sounds and letters with support. Children self-select colours and make patterns using a variety of tools and their fingers.

Children develop an understanding of healthy lifestyles through daily opportunities to play in the fresh air in the garden and on walks. Visits to local parks, soft play centres and toddler groups extend opportunities for physical play. Children enjoy nutritious and balanced home prepared meals and healthy snacks, and access drinks throughout the day from their own drinking beakers. They understand the importance of and follow good hygiene routines at appropriate times. Regular practise of the evacuation procedures, clear guidance when negotiating stairs and developing awareness of safety when crossing roads promotes children's understanding of how to keep themselves safe within the home and on outings. The childminder is vigilant in checking children when they are asleep. Children develop a strong sense of belonging and feel valued when they see their own work on display. Children's confidence and self-esteem increases due to the frequent praise and encouragement and consistent and clear approach by the childminder. Children are supported well to understand what is expected of them through ongoing discussion. Children's behaviour is good, they are starting to share, take turns and play cooperatively together and consequently they develop skills for the future.

## 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                             | 3 |
| 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        | 3 |
| 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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