

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY418651           |
| <b>Inspection date</b>         | 19/05/2011         |
| <b>Inspector</b>               | Beverley Blackburn |
| <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 2010. She lives with her adult son and three children in the Trowbridge area of Wiltshire. The whole of the property is used for childminding and there is an enclosed garden for outside play. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary part of the Childcare Register. The family have a pet dog, guinea pigs and chickens.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She currently cares for two children, who attend on a part-time basis. The childminder also cares for children over eight years of age. The childminder walks to local schools to take and collect children. She attends the local children groups and take children to the local park and library. The childminder is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a caring and supportive environment and are settled and happy in this family home in which they receive as much individual time as possible. Some of the required documentation relating to children's welfare is in place; however, a few policies and procedures are missing; one specific legal requirement relating to emergency care has also been overlooked. The childminder gives her attention to the children in her care, playing alongside them, developing their knowledge and understanding, and ensuring their safety at all times. The system of recording observations, together with the suitable range of activities, helps the childminder to effectively meet the needs of every child in her care, but the system requires further development. The childminder is beginning to review her practice suitably in order to meet each child's individual requirements and provide better outcomes for all children. Risk assessments of the home take place, but the childminder not having an evacuation plan and practicing it, she is not doing all possible to help children learn how to keep themselves safe. Overall, reasonable steps are taken to ensure children are safe.

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

To meet the specific requirements of the EYFS, the registered person must:

- request written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future(Safeguarding and promoting children's
- 10/06/2011

welfare)

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

- develop observations and assessments and use information to plan activities that are clearly link to the six areas of learning in order to demonstrate children's progress towards the early learning goals
- create opportunities to discuss and practice evacuation procedure to enable children to have a clear understanding of how to leave the house quickly and safely in the event of a fire and to ensure their safety
- increase range of resources to include resources to promote diversity and differences and to meet the developing needs of the children, enabling them to achieve in all six areas of learning.
- develop a system to ensure all the required policies and procedures to protect and support children are in place and that these are discussed and shared with the parents.

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

The childminder has a sound understanding of safeguarding the children in her care. She has a secure understanding of child protection issues and who to contact in the event of a concern about a child. She has the relevant information from the local authority readily accessible for reference. However, she has not sought all parents' written permission to seek emergency medical advice and treatment for children if necessary. This breaches requirements and places children at risk. Some of the required policies and procedures to support and protect children are in place; however, ones such as sickness, behaviour or procedure for allegation against a member of the household are not included. She is not diligent in discussing or sharing her policies and procedures with the parents. The childminder demonstrates her ability to provide a safe environment for the children by ensuring that suitable safety measures are in place, such as a fire blanket and working smoke alarms. However, she does not practice or discuss her evacuation plan with the children to make them aware of safety systems.

The childminder demonstrates a sound understanding of promoting equality of opportunity and ensures all children are welcome in her home and included in all activities, and that their individual needs are sufficiently met. She sets out a range of activities she knows interests the children attending and that they enjoy playing with such as the musical instruments; however, her resources to promote children's understanding of differences and cultural diversity are limited, which inhibits children in learning about how people differ.

The childminder has a sound understanding of the six required areas of learning and the early learning goals. She has some understanding of how children learn and has started to observe what children can do in order to assess their progress. However, she is not confident in linking activities to the areas of learning and development or planning the next steps for children's learning as identified in the

observations. Children are making steady progress in their learning and development through the varied activities that are accessible to them and their experiences in her care.

The childminder reflects on her practice and identifies areas for improvement that will improve her practice and her provision. These include developing her knowledge and understanding of the Early Years Foundation Stage and updating her policies and procedures to ensure all the required ones are in place. However, monitoring systems are not sufficiently secure as some requirements are overlooked.

A sound partnership is developed with the parents, with a clear two-way sharing of information through regular discussions at the end of the session. This means the parents are kept informed of their children's day and their progress and development. Currently, the childminder is not sharing the children's progress through the learning journals with the parent; this is something she intends to address. There are no other professionals involved in the care of the children currently minded, but she is aware of the importance of having a good link with them if needed. The childminder has suitable strategies in place to manage the children's behaviour appropriately. She does this according to their age and stage of development, working with parents to achieve consistency of methods. Children are made aware of the boundaries. They are usually well behaved.

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

Children are happy and settled with the childminder, where they have access to a suitable range of activities appropriate to their age range. These help in developing their mathematical thinking and creative and communication skills. Children show enjoyment in cooking, weighing out the ingredients and mixing them together to make their jam tarts or planting seeds in the garden and checking them as they grow. They enjoy imaginative play and physical exercise.

Children seem happy and relaxed in the company of the childminder. She gets down to their level and gets involved in their play, for example, musical instruments, puzzles, building blocks or just reading their favourite book. These activities help children develop suitable skills for the future. The childminder talks to the younger children constantly to help develop their language and communication skills, she shows joy and excitement when a child makes his first mark on the paper. The child was given lots of praise and encouragement. The childminder has started to observe what children can do and is beginning to assess their progress. She keeps a learning journal on each child with photographic evidence of children participating in a variety of activities and enjoying learning through play. However, she is not consistently linking activities to the six areas of learning, or planning the next steps in their learning as identified in the observations. Children are making steady progress in their learning during their time with the childminder. Children of different ages develop good relationships and as a result, generally play cooperatively together. Children interact well with

the childminder's own children. They are learning to share, take turns and to play cooperatively.

Children are encouraged to learn about healthy lifestyles. They enjoy regular outdoor exercise, such as playing in the garden on the slide or see-saw, walks to the local park, where they can run around and exercise their bodies or walking to and from the local nursery to drop off and collect the childminder's child. Children are encouraged to wash their hands at appropriate times, such as before eating, after visiting the toilet and after touching the family's animals. Children enjoy healthy and nutritious snacks; they have regular drinks. Children's physical and dietary needs are adequately met. Children are learning to keep themselves safe suitably overall, although some opportunities are missed. They are encouraged to help tidy away the toys to prevent trip hazards, to stay close to the childminder when out and about, and they are told how to cross the road safely. The childminder supports children to learn and develop in a safe environment.

## 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> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### 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>            | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources                                           | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding                                                                    | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships                                                                    | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 3 |

### 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 | 3 |
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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> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 3 |
| The extent to which children adopt healthy lifestyles            | 3 |
| The extent to which children make a positive contribution        | 3 |
| The extent to which children develop skills for the future       | 3 |

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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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