

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY441113     |
| <b>Inspection date</b>         | 14/06/2012   |
| <b>Inspector</b>               | Aileen Finan |
| <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 2011. She lives with her daughter and grandson aged seven years, in Bourne End, Buckinghamshire. The whole of the ground floor, two bedrooms and the bathroom upstairs is used for childminding. Children also have access to the garden. The childminder walks/drives to local schools to take and collect children. The family have a dog, a cat and a budgie as pets. The childminder works with another childminder, who is also her daughter, to provide a childminding home group called Play Days Childminding.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. When working alone, she is registered to care for a maximum of six children under eight years; of these, three may be in the early years age group. When working with her co-childminder, they are registered to provide care for 11 children under eight years; of these, six may be in the early years age group. Currently there are 11 children on roll, of which 10 are in the early years age group and attend on a part-time basis.

The childminder is also registered to provide overnight care for two children under eight years of age.

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

Overall the quality of the provision is good.

The childminder and her co-childminder provide a happy, inclusive and welcoming environment for children and their families. They have effective policies, procedures and risk assessments which promote children's safety and well-being. The childminder has a wide range of experience of working in childcare and a good understanding of the Early Years Foundation Stage framework. Together with her co-childminder, a wide range of play, activities and outings are provided and therefore, overall, children are making good progress in relation to their starting points across all areas of learning. The childminder and her co-childminder have a good understanding of their strengths and evaluate their provision of care appropriately. As a consequence, they demonstrate a strong capacity for their future improvement. There are positive relationships in place with parents. Overall, there is sound communication with other providers sharing the care of children.

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

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

- further extend activities which promote children's confidence and language by exploring new sounds and words, role play opportunities, songs and

- rhymes
- extend the systems for working in partnership with other agencies and with parents to enhance the continuity of learning for all children at other settings and at home.

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

The childminder works with her co-childminder who is her daughter in a supporting role but has hands-on daily partnership. She has a broad depth of experience and knowledge of childcare. The childminder understands her responsibilities of how to safeguard the children she cares for and how to liaise with the appropriate childcare agencies, should she have a concern about a child. The co-childminders' shared policies are robust and clear, and cover all aspects of children's safety and well-being. Parents have a clear understanding of the procedures which keep their children safe and healthy; and they sign to acknowledge these. Risk assessments for the home, garden, activities and outings are thorough and robust. Children also learn about their own safety, for example in the home and in discussions about safe road crossing when out and about. The childminder and her co-childminder maintain children's personal records, daily attendance log, accident, incident and medication appropriately.

There are strong relationships with parents, who complete an 'all about me' booklet for their children prior to admission. Parents receive timely and up-to-date information which include daily diaries, verbal feedback and regular newsletters. There are clear and accessible channels for parents to communicate. Recently, parents have received questionnaires to seek their views and suggestions in order to inform the childminder of the effectiveness of care arrangements. The childminder shares care with some children attending. Partnerships with these other agencies, such as local pre-schools are establishing and already there are some effective arrangements in place. For example, the childminder is aware of the pre-school planning which she can use to support the continuity of learning for these children. However, as yet, arrangements to further extend these partnerships and to provide parents with a more in-depth understanding of their children's progress and achievements are not yet firmly established.

The childminder's home is welcoming. She is committed to securing improvement for the provision and, together with her co-childminder, regularly evaluates activities, care and practice. They have a clear understanding of their strengths and targets for future development. Consequently, the outcomes for children are good and the capacity for the childminder's continuous development is strong.

The childminder has a good understanding of the Early Years Foundation Stage framework. She clearly understands children's starting points and family backgrounds, and promotes equality and diversity effectively. The childminder provides children with a wide range of good quality toys and resources, which they can access easily, and choose from an early age as to what they want to play with. These resources support children's learning well and are appropriate to their ages and stages of development. Whilst the childminder's daughter/co-childminder takes

lead responsibility for the planning for individual children on a more regular basis, the childminder effectively conducts regular observations to assess children's progress. She is aware of children's individual needs and supports these well.

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

Children are happy and content. They settle easily on arrival. The childminder understands their day-to-day routines effectively. Children enjoy a wide range of play and activities across all areas of learning; inside the home, in the garden and on outings. As a consequence, they are able to develop important skills for their futures through a wide range of play opportunities. The childminder's home is set up well, so that children can move from one aspect of play on to another. The childminder rotates resources frequently, but children can choose their favourite toys from booklets containing photographs of resources.

Children enjoy story time and the childminder and her co-childminder deploy their time effectively, so that each child receives ample attention and time to read the books together. However, the childminder plans fewer opportunities to promote children's confidence in sounds and letters and build upon early communication further. Children are becoming curious and active learners. They learn about people in the community, and are therefore able to start to understand the diversity of their wider world.

The childminder promotes children's healthy lifestyles by encouraging good hygiene routines. Children have daily opportunities for fresh air and exercise. From an early age they learn about the need to wash hands prior to eating and after playing outdoors. The childminder provides all children with personal towels and flannels, plus bedding if required. The childminder and her co-childminder have completed food safety training and share the preparation, cooking and serving of meals and snacks. Children are encouraged to be independent when eating. They enjoy a wide range of nutritious, balanced and home cooked meals, and also learn about food through shopping trips and growing some produce in the garden. The childminder is aware of children's dietary needs and allergies.

Children are safe and demonstrate a sense of security and belonging. They learn to take responsibility for their own safety, through helping to pack away toys at the end of the day; and by listening to discussions about the safe places and ways to cross roads when out and about. The childminder helps children to negotiate the steps outside in the garden safely, which enhances their independence. Children play well together and their behaviour is very good. They enjoy activities, such as board games, which promote turn taking and sharing. Children understand the routines of the day. The childminder supervises children well at all times, including making regular checks on children who are sleeping.

The childminder has a good understanding of the Early Years Foundation Stage framework. Although her co-childminder takes the lead in planning for the children's individual learning, she has a good understanding of each child's

backgrounds and stages of development. The childminder completes her role effectively, by supporting her co-childminder in observing and assessing children's progress. Each child has a development record and tracking system, which clearly show their progress. Photographs complement the informative and clear observation notes and enable the childminder and her co-childminder to plan for children's next steps and be aware of any gaps in children's development.

## 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            | 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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