

## Inspection report for early years provision

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<b>Unique reference number</b>	112857
<b>Inspection date</b>	17/09/2009
<b>Inspector</b>	Alison Large

<b>Type of setting</b>	Childminder
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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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.

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 was registered in 1996. She lives with her husband and two older children in the village of Greatham to the north of Petersfield in Hampshire. All areas of the ground floor and an upstairs bedroom are used for childminding and there is a fully enclosed garden available for outside play. The house is easily accessible to adults and children. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder is registered to care for a maximum of six children at any one time. She is currently minding two children in the early years age group all day and two older children before and after school. The childminder is able to walk to the local schools to take and collect children. The family have a bird and a hamster. 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 good.

Children are happy and settled within the welcoming environment and benefit from the loving relationships that the childminder fosters. Children receive good levels of support throughout the day, which ensures that they make steady progress within their learning and development. All children are valued as individuals. The childminder has started to use a self-evaluation system to identify areas for further development, thus ensuring that she continues to improve the service she provides. This means children are able to enjoy a valuable experience of the Early Years Foundation Stage (EYFS).

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

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

- continue to develop systems of observation, assessment and planning to fully support children's learning and development
- update policies and procedures to bring them in line with the EYFS requirements

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

Children are secure and happy in the childminder's care. The childminder has a good understanding of safeguarding and the procedures to follow should she suspect a child is at risk. Effective safeguarding procedures are in place and implemented well by the childminder to ensure that children are fully protected at all times. All required documentation is in place and is used effectively to support the children's welfare and a good range of policies and procedures are in place. However, some of these are in need of updating in line with the Early Years

Foundation Stage requirements. A system to self-evaluate the provision offered has been implemented by the childminder, and she is beginning to identify her strengths and areas for development. The childminder has a sound awareness of inclusive practice, ensuring that all children are valued and their individual needs met. The childminder is caring and has a good system in place to find out about each child and their individual needs from parents when children first attend. Parents are provided with a good range of information about the childminder and the procedures she follows. Systems to share information with other providers are good. The childminder liaises with the pre-school and school that the minded children attend and provides activities and experiences that compliment and support children's learning in other settings. All children have access to a good range of resources both inside and outside the home which are well organised, allowing children to play freely.

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

Children develop warm and secure relationships with the childminder and her family. Children are motivated to learn because the childminder provides a stimulating environment where they are encouraged to develop their independence. Children access a good range of toys and materials, all of which are maintained in a good condition by the childminder. The good relationships developed with the children means that children confidently choose toys and activities, willingly involving the childminder in their play. The childminder knows the children very well and she uses her knowledge of child development to ensure children are making progress in their learning. However, the formal observations and assessment have only recently been started and there is no written planning of activities to show how the learning needs of all children can be fully identified and met. Children play freely within the well organised space which is warm and welcoming, and children behave well in response to praise, encouragement and positive interaction by the childminder. The childminder offers a good balance of adult-led and child initiated activities. For example, children are able to take part in creative activities with the childminder. She uses conversational questioning to make them think. As a result, children are inquisitive and develop confidence to try a variety of activities.

Children's overall good health is well supported by the childminder. Children from a young age learn personal hygiene skills, such as hand washing, throughout everyday activities. They access the outdoors to have regular fresh air and exercise. They enjoy playing in the garden or visiting the local park and play area. Children understand the need to keep safe and talk about road safety when out walking with the childminder. Secure systems are in place to ensure children are safe at all times. Snacks, meals and drinks provided by the childminder are healthy and nutritious and take into account the individual dietary needs of all children. The children benefit from a warm and caring childminder who meets children's needs well and supports them in making progress in their learning and 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

<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	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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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### 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

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## **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