

## Inspection report for early years provision

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<b>Unique reference number</b>	111697
<b>Inspection date</b>	09/09/2009
<b>Inspector</b>	Amanda Shedden
<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.

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 first registered in 1994. She lives with two adult children in Alton, Hampshire. The premises are easily accessible and the ground floor is used for childminding with toilet facilities upstairs. There is no garden but the children are frequently taken to the local park. The family have a dog.

The childminder is registered to care for a maximum of six children under eight years. Of these, three may be in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for five children in the early years age group on a part time basis.

The childminder attends local carer and toddler groups on a regular basis.

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

Overall the quality of the provision is satisfactory.

Overall, the children's individuality is recognised and nurtured by the childminder who has as secure knowledge of their family and home circumstances, their individual needs, interests and abilities. The children are offered a wide range of experiences and activities enabling them to make satisfactory progress in their learning and development. The childminder has a good understanding of child development but does not yet have a fully secure understanding of the Early Years Foundation Stage (EYFS) to enable her to link the two together. All of the children are valued and her interaction with them supports their individuality. Systems are not developed to enable her to drive continuous improvement in all areas. However she has identified the need to develop her understanding of the EYFS.

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

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

- develop systems of self evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- increase knowledge of the early learning goals to ensure activities planned incorporate each area of learning and knowledge of children's achievements, gained from observation
- continue to develop assessment systems in order to match the observations of children to the expectations of the learning goals and to identify learning priorities for each child

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

There is strong emphasis on safeguarding, the childminder ensures that all areas inside and outside the home are safe for children. She works with parents to create emergency procedures that will keep the children safe and meet their individual needs. She has a sound understanding of her responsibilities with regards to child protection issues. All necessary permissions are in place and the policies and procedures she has created support her practice.

There are very positive relationships between the childminder and the parents. They work closely together communicating daily to ensure the child's individual needs are met. Parents value the care their children are given and enjoy reading the observations made on their children and looking at the photographs. They discuss the child's next steps enabling parents to play an active role in their child's learning if they wish. Effective partnerships are made with other professionals involved in the child's care, for instance the childminder will be attending the home visit for the children from the local reception teacher.

The childminder has not yet put in a system of self evaluation to help identify or focus on the most significant areas in need of development. However she is aware that her knowledge of the Early Years Foundation Stage needs developing to ensure that the children are receiving a balance of experiences and activities that cover all of the early learning goals.

The environment is welcoming for the children and their families; there are commercial posters and displays of the children's art work in the main room giving them a sense of belonging. The resources are arranged to allow the children to self-select many of them; the childminder rotates them frequently and ensures that the ones out each day are suitable for the ages and stages of children attending that day.

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

The children are content and enjoy the time they spend at the childminder's. She offers them a range of activities to participate in and her knowledge of them as individuals enables her support their learning through good quality interaction. Her individual knowledge of each child enables her to promote their development in most areas, however as they are not linked to the early learning goals any gaps in their learning cannot be accurately identified.

Children are offered a good balance of adult and child-led experiences throughout the week. They attend groups where they learn to socialise with other children and they can participate in a range of activities from art and craft to learning about other cultures. Whilst in the home they choose what they would like to do from the range of resources that are on display, the childminder sits and plays with the

children and uses incidental and routine activities to develop or consolidate their knowledge. For instance when playing with the animals some children could easily identify them and any different features of them, whilst others were learning the names of some of them like zebra.

Children learn about being safe; they practise how to evacuate the premises, they discuss and colour in pictures about road safety. Their behaviour is good, the childminder has clear house rules which the children and parents are aware of; children respond to the positive praise they receive and are aware of the systems in place to help them manage their behaviour.

## 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>	3
The capacity of the provision to maintain continuous improvement	4

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	4
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	4
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	3
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### Outcomes for children in the Early Years Foundation Stage

<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**

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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