

## Inspection report for early years provision

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<b>Unique reference number</b>	113322
<b>Inspection date</b>	04/09/2009
<b>Inspector</b>	Heidi Abernethy
<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 registered in 1991. She lives with her husband and one adult daughter. They live in a house in Bridgemary, Gosport. The first two floors of the property are used for childminding, although minding mostly takes place on the ground floor. Toilet facilities are on the ground floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from local schools and pre-schools and is within walking distance to local shops and parks. She is a member of the National Childminding Association (NCMA).

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

Overall the quality of the provision is good.

The childminder has good relationships with parents and knows children's home lives and families very well. This ensures children are happy and safe within a setting where the childminder meets their individual requirements. The childminder has started to implement her systems of self-evaluation and is keen to establish these further to ensure all areas of development are fully identified.

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

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

- continue to link observations of children's development to the early learning goals and continue to establish a two-way flow of information with other early years providers to ensure a collaborative approach to children's welfare and learning and development is fully achieved
- continue to establish systems of self evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

The childminder has a secure understanding about child protection procedures and has recently attended advanced child protection training to further enhance her knowledge. She has a record of risk assessments in place for her home and outings. This ensures possible hazards are identified and minimised promptly. The

childminder shares all her policies and procedures with parents at the outset to ensure they are well informed.

The childminder has a designated play room for the children and has arranged these resources at the children's level. This enables children to independently access them. The childminder has started to complete a system of self-evaluation and has identified some areas for development. She has recognised areas of the environment requiring maintenance and has had new fence panels put in within her garden. This ensures children's safety is further protected and feeds into the continuous improvement of her setting.

The childminder has good relationships with the parents. She communicates with parents verbally every day and provides parents with a diary book to support the verbal communications with written information. This enables parents to refer to the information within their home environments. The childminder cares for children who attend other early years settings. She is keen to establish systems to ensure a two-way flow of information is shared about children's well-being and learning and development.

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

Children are happy within the environment. They arrive at the childminder's house with a smile on their face and separate from their main carers easily. Children of different ages play well together and help each other to fix the pieces of a puzzle together. The childminder deploys herself well across the ages of the children, adapting activities to meet the children's individual needs.

The childminder has established systems of observation and assessment and supports records of observation with photographic evidence. She has a colour coded sticker system to indicate what areas of learning the observations relate to and identifies children's next steps from what they have achieved. The childminder is keen to further develop these systems to ensure the observations are linked to the ages and stages of the early learning goals.

Children foster an extremely good knowledge about healthy eating and exercise. The childminder talks to the children about the effects exercise has on their bodies and encourages them to feel their heartbeats after they have been running around and exercising. This equips children with a very good understanding about the positive effects of physical exercise on their bodies. Children become very excited as they show the childcare inspector the fruit and vegetables they have grown within the childminder's garden. They demonstrate a very good knowledge of what the fruit and vegetables need to survive and inform the inspector how they 'water them to help them grow'. Children are involved with the whole process and thoroughly enjoy pulling themselves a carrot from the soil, taking it inside and washing it, and then independently chopping the carrot to enable them to eat it for their snack.

Children have fun making marks with paintbrushes and water on the fences in the

garden. The childminder extends children's learning and talks to them about the different sizes and colours of the tomatoes and carrots they have picked from the garden. Children learn about their external world through visits to their local library, shops and parks. They become excited as the red arrow planes fly over the childminder's garden. Children state 'they are loud' and the childminder extends the learning by talking to them about how the planes are fighter jets and that they go very fast through the air.

Children foster an awareness of diversity within society and the wider world through books, puzzles and dressing up outfits. All children are encouraged to access all toys and resources regardless of their gender. The childminder cares for children with English as an additional language. She has looked at the world map with the children and talked to them about the different places people originate from and the places they go on holiday.

## 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	2

### 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	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	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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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