

## Inspection report for early years provision

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<b>Unique reference number</b>	EY332130
<b>Inspection date</b>	05/02/2010
<b>Inspector</b>	Marilyn Joy
<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 2006. She lives with her husband and two children aged nine and six in the Sholing area of Southampton. Downstairs is the main area used for childminding with toilet and sleeping facilities upstairs. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children and, of these, three may be in the early years age group. The childminder is currently minding one pre-school child and one school age child. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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.

Excellent outcomes are achieved for children because the childminder is committed towards providing high quality care and learning. Exceptionally good partnerships are forged with parents which has a positive impact on children and enables the childminder to meet their individual needs extremely well. Efficient organisation means children's welfare is effectively promoted within safe and secure surroundings. The childminder is dedicated in her care of the children and is keen to maintain continued improvement.

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

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

- obtain written permission from parents before administering medication to children (Promoting good health) 19/02/2010

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

- enhance children's learning by developing an environment that is rich in signs, symbols, notices and words, including examples of children's home language
- update information shared with parents, particularly in respect of complaints and child protection procedures.

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

Children's welfare is safeguarded because the childminder has effective systems for managing their care. Safety is given a high priority. Thorough risk assessments

are conducted for the premises and outings and, alongside the effective implementation of safety measures, potential hazards are minimised. The childminder has a sound understanding of child protection issues and is aware of her responsibilities should she have any concerns about a child in her care. Likewise, she has a clear understanding of how she would respond to any complaints she may receive and the records she is required to keep. However, the information she shares with parents in both instances is basic. All the required information is gathered from parents to support children's daily care. Written parental consent for the administration of medication is usually sought from parents, although there was an occasion when it was not obtained which is a breach of the regulations. However, when the child became unwell the childminder fully discussed what to do with the parent and, in the best interest of the child, verbally agreed the course of action to be taken which ensured their care was not compromised.

The childminder has developed her provision by addressing recommendations raised at the last inspection and, as a result, improved outcomes for children. For example, hygiene arrangements are improved by providing individual towels for hand drying in order to reduce the spread of infection. The childminder attends several training sessions throughout the year to help her update her skills, although she does not have a robust system for analysing all aspects of her childminding to fully ensure areas are not missed. The childminder regularly consults with parents so that she can incorporate their views into any improvements made.

Excellent partnerships are developed with parents and, as a result, the childminder is able to fully support children's care, learning and development. Parents comment on the exceptionally good channels of communication created, the high quality care their children receive and the varied activities they enjoy. Parents are extremely well-informed about the progress their child makes and the childcare service in general. They receive a copy of the childminder's portfolio, regular newsletters and a daily diary. Children's records are regularly updated to ensure the childminder is fully aware of parent's wishes. The childminder takes steps to liaise with other settings children attend in order to develop continuity in children's care and learning.

The childminder gets to know children extremely well and, alongside information gathered from parents, she is able to fully meet their individual needs. Particular care is taken to value children's home language and assist them in developing their understanding and use of English. An excellent range of resources are available to support children's learning in all areas. Children have plenty of choices and are able to move around freely as they play. They are supervised well and because of the excellent safety arrangements are safe and secure.

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

Children are extremely happy and settled in the exciting, stimulating and challenging environment offered. They benefit from the childminder's involvement

in their play and excellent interactions that ensue. The childminder uses her very good knowledge of the children to plan a wide range of experiences that enable them to flourish. Topics are used as a starting point from which children's interests can grow. For example, when looking at different features of the body and clothing children became more interested in facial expressions. The childminder took photos of minded children and their families making funny faces or wearing masks. These were laminated and turned into a game of matching pairs. The game easily incorporated language and problem solving, and presented opportunities for reinforcing relationships and valuing each other.

Cooking and crafts are frequently organised and offer practical opportunities for children to investigate different materials and explore how things change when they mix them together, whether it is the ingredients for a cake or colours when painting. Children are naturally extended as the childminder encourages them to talk about what they are doing and express themselves. She provides a commentary of her actions which is invaluable for supporting children for whom English is an additional language. Parents comment on how much children's language is developing. Children enjoy books and can access them easily which encourages their awareness of print. However, there are few other opportunities for them to become familiar with simple words and numerals they regularly use, such as their name or how old they are. Hand-eye coordination and pre-writing skills are promoted daily as children play with dolls, make puzzles and handle different tools and materials. They scoop lentils, fill funnels and squeal delightedly when lentils pour out of the bottom and make the wheel turn. Simple activities and good adult support enables children to learn with ease.

Children make very good progress in their learning and development. Systems for planning and assessment are excellent and ensure activities are tailored towards children's individual needs. Each child has their own learning record with photos, examples of their work and observations. These are shared regularly with parents who are able to add their own comments and participate in supporting their learning at home. The childminder identifies children's next steps for learning and organises activities and experiences to enable these to be achieved. Regular visits to pre-school groups help children to socialise with others, share and take turns. Physical development is extended when using larger equipment at the park, whilst walks and trips to the farm extend their awareness of the natural world and living things. Children enjoy a challenging range of activities that extend them in all areas of their development.

Children's good health is effectively promoted through daily fresh air, nutritious snacks and good hygiene routines. Children are encouraged to develop good habits for themselves and are helped to understand the reasons why through simple explanations by the childminder. Children learn about keeping themselves safe because the childminder explains about road safety when they go for walks, talks to them about using equipment carefully and presents a positive role model to them. Clear boundaries, as well as lots of praise and encouragement, helps them to understand what is expected and behave well. Children are extremely comfortable with the childminder. They seek her support and involvement in their play as they laugh and giggle together. Children have excellent opportunities to achieve well and become confident individuals.

## 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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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