

## Inspection report for early years provision

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<b>Unique reference number</b>	EY378249
<b>Inspection date</b>	15/10/2009
<b>Inspector</b>	Carol Patricia Willett
<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 2008. She lives with her two children, both over eight years, in a house in Fleet, Hampshire. The home is within walking distance of local schools and parks. The ground floor of the house is used mainly for childminding. Children only use the first floor for sleeping. There is a fully enclosed garden for outside play. There is easy access to the house from the road. The family have a cat, two rats, one rabbit and a hamster.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight, of whom three may be in the early years age range. Currently she cares for one child in the early years age group. 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.

The childminder is enthusiastic about caring for children and they have fun and are happy and well occupied in her home. She has a good understanding of how to support children's development and learning and she is just beginning to monitor and record their progress and achievements towards the early learning goals of the Early Years Foundation Stage. She is aware of her training needs and has identified further training in this area in order to further develop her confidence and knowledge. The childminder has a positive attitude towards improving her knowledge and skills and she is beginning to reflect on her childminding though she is not yet thoroughly evaluating her practice in order to effectively identify all areas for continual improvement. All documentation is in place to support her practice and meet the requirement of registration and the children's individual needs.

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

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

- improve self-evaluation procedures to effectively identify strengths and area for improvement in order to continually develop practice and improve services for children
- further develop knowledge and understanding of the learning and development requirements of Early Years Foundation Stage in order to observe, assess and plan effectively for children's progress to their maximum potential.

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

Children stay safe as the childminder has a good understanding of her role and responsibilities to safeguard children and all required documentation is in place. She is confident in her knowledge of child protection and is aware of the required action should there be any concerns. The childminder thoroughly assesses her home and garden for safety, taking positive measures to minimise hazards. She maintains a record of risk assessments so children stay safe whilst in the home and on outings. The childminder has thought about her childminding service and has identified her learning needs, such as further training in the learning and development requirements of the Early Years Foundation Stage in order to continually develop her knowledge and skills and confidence. However, her self-evaluation procedures are not fully effective. She takes appropriate measures where she identifies issues that would improve her service, such as through the use of a daily communication book.

The childminder provides inclusive practice and the children learn about their local community through regular trips where they meet other adults and children. Children's individual needs are met well as the childminder develops good communication with parents, giving verbal feedback daily and through the use of a daily diary. The childminder develops good relationships with parents who provide positive feedback about the care she provides for children. They are 'delighted with the quality of childcare and happy to recommend; love the individual attention for their child'. Parents receive copies of written policies covering all aspects of the childminder's practice. Information gathered from parents about children's interests and needs is used in planning activities for children to extend their learning. The childminder organises her home and the resources effectively so that young children develop independence skills as they freely select toys and activities that interest them.

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

The childminder has a warm, caring, affectionate manner providing effective support to young children so they enjoy their time with her and make good progress in learning. She has a good knowledge of children's individual needs and levels of development so she provides resources and activities that stimulate and challenge them across all areas of learning in the Early Years Foundation Stage curriculum. She has just started to complete written observations to record children's achievements and progress in order to provide a more focused approach. Children's communication and language skills are developing well through positive reinforcement and constant chatter and explanations from the childminder. They are secure and happy and their learning is well supported in the childminder's care as she talks about pictures in books and the different shapes as they watch a children's programme together during a quiet time cuddling up on the sofa. They build towers with building bricks and count and talk about colours as they go. Children develop good self-esteem and respond positively to the

genuine consistent encouragement they receive. They develop an interest in simple technology as they investigate musical activity toys. They use their imagination as they play with dolls and laugh delightedly as adults join in with their play. Children learn to behave well as the childminder is calm and patient and treats them with respect, providing a positive environment as they develop an awareness of right and wrong. Children develop awareness of the world around them through a wide variety of interesting outings to the zoo and local toddler groups, for example.

The childminder is well organised and provides a safe, clean, well maintained family environment. She is very safety conscious and takes positive steps to minimise hazards completing risk assessments of her home and when she takes the children out. Children confidently make use of the play space as they freely choose from the suitable good quality toys stored in low shelving in the dining area. They develop physical skills as they have regular opportunities to undertake exercise in the fresh air through outings to local parks, nature walks and playing in the garden.

Children develop an understanding of how to keep themselves safe through clear explanations from the childminder. They readily approach her for cuddles and to give her toys, demonstrating trusting relationships. Effective procedures are in place to promote the good health of children. The childminder provides young children with good support to wash their hands before mealtimes and she has a good routine when changing nappies to reduce the risk of cross-infection. The childminder has a good understanding of healthy eating and discusses children's dietary requirements with parents, which ensures children eat according to their wishes.

## 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	3
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	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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