

## Inspection report for early years provision

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<b>Unique reference number</b>	110447
<b>Inspection date</b>	19/10/2009
<b>Inspector</b>	Dinah Round
<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 in a house in West Totton, in Hampshire. Downstairs is the main area used for childminding with additional sleeping facilities upstairs. There is an enclosed garden for outdoor play. Local shops, parks, schools and pre-school groups are nearby. The childminder walks to local schools to take and collect children. The childminder is currently registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a total of six children under eight years. Of these, three may be in the early years register. She is currently minding a total of eight children of which, three are in the early years age range. The childminder is a member of the local childminder network and regularly attends childminder drop-ins and parent and toddler groups.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and secure due to the childminder's commitment to meeting their individual needs. Excellent partnerships established with parents means the ongoing exchange of information successfully benefits children's continued development. The childminder provides children with a good range of activities and resources within the home to stimulate their interest and support their learning. The childminder has effective systems in place to evaluate her practice and regularly attends training to extend her own skills to better support children's needs.

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

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

- keep a record of all risk assessment including each type of outing undertaken, clearly stating when it was carried out, by whom, date of review and any action taken following a review (Documentation). 02/11/2009

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

- continue to develop confidence in using the Early Years Foundation Stage, and make greater use of open-ended questioning to enhance children's learning and development.

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

Children's safety is promoted well as the childminder has a good awareness of safeguarding procedures. She has attended recent training to ensure she has a secure understanding of her role and a child protection policy is shared with parents to inform them of her responsibilities to protect children. A risk assessment has been carried out in the home to ensure that children can move around in a safe environment. However, risk assessments for outings are not clearly recorded, which is a requirement. Children are well supervised in their play and positive steps are taken to ensure safety is maintained. Policies and procedures, and records, are kept up to date and used well to support children's ongoing safety and welfare.

The childminder organises areas within her home effectively to support children's learning, with regular use of the outdoor play space to extend children's play opportunities. Children have access to a broad range of well maintained, age appropriate toys and resources which are easily accessible in low units. Children develop a strong sense of belonging as they see their artwork displayed and enjoy looking at photographs of themselves in the 'Things we like to do' folder. The childminder helps children develop a positive attitude towards people's differences by setting a good example of how to respect everyone and providing resources that reflect diversity.

Very good relationships are established with parents which help ensure the childminder works consistently with them to support children's development. Comprehensive information is obtained from parents about their child's routines, stages of development and likes and dislikes when children start. This helps them to feel secure and ensures a smooth transition from home to the childminder's setting. Parents receive detailed information about the childminder's provision and daily diaries are used to ensure they are fully aware of events in their child's day. Children's assessment folders are shared and parents make comments about how they are getting on at home, ensuring they are fully included and involved in their child's progression. A parents notice board provides interesting and relevant childcare information, and the childminder carries out a parents survey to seek parents' views and ideas to help her continue to develop her practice. Parents make positive comments about the care provided by the childminder.

The childminder is pro-active in evaluating her own practice to improve the outcomes for children, such as purchasing a low level freestanding bookcase to make books more accessible for younger children. She is committed to updating her knowledge and continues to attend training to improve her own skills and better support children's needs.

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

Children form a trusting relationship with the childminder as she dedicates her time to supporting their individual needs. They are confident, happy and settled within

the welcoming and caring environment, and develop independence as they explore the wide range of age-appropriate toys and resources freely. The childminder has a sound working knowledge of the Early Years Foundation Stage although she is still developing her confidence in using it. She has drawn up effective systems for recording observations of children's progress and planning for their next steps. Planning provides children with a stimulating range of activities which means overall children are making good progress in their learning. Children enjoy regular outings, such as trips to the local shops and parks, and visits to the Longdown Dairy Farm to see the different animals. Children are encouraged to play outside regularly and therefore experience the benefits of getting fresh air and exercise. They giggle with excitement as they play together on the see-saw and show good control as they climb the steps on the slide which promote their balance and coordination skills. Children's enjoy spontaneously joining in the 'Twinkle Twinkle Little Star' rhyme as they have fun making star shapes in the playdough. The childminder takes an interest in children's activities and is always close by to offer appropriate support, but there is often little open-ended questioning to fully promote children's language and thinking skills. Children are introduced to number and counting through the activities and everyday routines, such as counting the numbers of bubbles outside and how many steps on the stairs.

Children are taught to be polite and develop good manners, such as saying 'please' and 'thank you' during the day. They begin to understand boundaries and expectations due to the childminder's consistent approach. Children are encouraged to take turns and share as they play with the toys and receive lots of praise and encouragement for working well together. They are taught about road safety as they go out and about in the local community which raises their awareness about keeping themselves safe. Children follow good hygiene procedures and know why they need to wash their hands before they eat. They enjoy nutritious snacks of fresh fruit, cheese or yoghurt which help to promote their good health.

## 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	1

### 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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