

## Inspection report for early years provision

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<b>Unique reference number</b>	111194
<b>Inspection date</b>	21/01/2010
<b>Inspector</b>	Lilyanne Taylor

<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 has been a registered childminder since 2000. She lives with her husband and four children; two teenage and two school age. They live in a semi-detached house in a residential area of Waterlooville, Hampshire. The whole of the house is registered for childminding and there is a fully enclosed rear garden available for outdoor play. The premises are in close proximity to local schools, shops and parks. The family keep a cat as a pet.

The childminder is registered to care for a maximum of five children at any one time; of these, three may be in the early years age range. Currently, the childminder has three early years age group children on roll. Care is also provided for children aged over five years. This provision is also registered by Ofsted on the voluntary and compulsory parts of the Childcare Register.

The childminder operates Tuesday, Wednesday and Thursday from 7.45am to 6pm all year round. She is able to take and collect children from school and attends a toddler group on a regular basis.

The childminder holds a National Vocational Qualification to Level 3 in Children's Care, Learning and Development. She is also an accredited member of the National Childminding Association Children Come First Childminding Network and currently receives funding for three and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at the childminder's home. They are given a warm welcome and valued as individuals. The childminder has a very good understanding of the Early Years Foundation Stage (EYFS), and through her planning of daily activities and the systems in place for liaising with parents and other EYFS providers, children are making good progress in their learning. Most of the time procedures the childminder works to effectively promote the safety of children and helps them develop an awareness of good hygiene practice. The childminder is highly committed to continually improving the provision she provides; since her last inspection she has achieved accredited childminder status and she has kept her knowledge of all aspects of childcare and how children learn and develop up to date by attending regular training. In addition, in response to a recent evaluation of the provision the childminder has reviewed the procedures for settling in new children to ensure the needs of existing children are not affected.

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

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

- ensure the procedures for evacuating the premises in an emergency are

- practised with all children
- ensure children are provided with a clear explanation as to why it is important that certain procedures are followed when they are being taught how to manage their own personal hygiene.

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

Children's welfare is fully safeguarded; the childminder has recently completed an advanced safeguarding children course and as a result has a good understanding of the procedures to follow should she have concerns about children's well-being. The childminder is in the process of ensuring all adults in the house have their suitability checked by Ofsted. Systems in place to cover an emergency situation ensure children are never left alone with un-vetted people. The premises are kept secure, preventing children leaving unnoticed or visitors entering unannounced. Written risk assessments in place for the premises and all outings children are taken on are regularly reviewed to ensure children's safety at all times.

The childminder is very committed and passionate about the work she does with children. She puts the knowledge she gains from training into practice which contributes to the provision successfully meeting the learning and development needs of all children. She is very well organised and has created a range of clearly written policies and procedures to support her practice. She requests parents sign their acknowledgement and agreement to ensure they are fully aware of all aspects of the care they can expect their children to receive. However, because procedures for evacuating the premises in an emergency are not practised with all children, this compromises their safety.

Children's care and learning in all areas is promoted well. Children have access to a wide range of good quality resources which support their learning and development in all areas. These are labelled and the majority are stored at low level enabling children to self-select. The childminder observes children and has good knowledge of their capabilities. Records of children's progress show what the childminder's intentions are to plan for their next steps of learning based on their achievements. However, because records are not cross referenced to show when children have achieved these next steps it is not clear to see the actual stage of development children are at, at this time.

The childminder knows all children well and works closely with parents to ensure their individual needs are met. Children are helped to settle into the childminder's care because home routines are followed as closely as possible to ensure consistency for the children. Parents receive verbal daily feedback from the childminder and a home link book details some achievements children have made, how they have spent their day and the care they have been provided with. Parents can write in these books any information they wish to share from home and they can see their children's learning journey records at any time. Through liaising with other EYFS providers children attend, the childminder is able to ensure the care and learning of all children is being continuously supported.

The childminder regularly reflects on her practice and this has helped her to highlight her strengths and aspects of the provision she wishes to develop. She seeks out parents' views as a way of evaluating her provision and takes appropriate action with aspects of the provision they feel would benefit from a review.

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

Children make good progress in their learning because they participate in a range of activities both inside and outside the home which supports their development in all areas. They have warm relationships with the childminder and receive lots of positive interaction, thus helping to build their self-esteem and confidence.

Information the childminder collects from parents at onset of minding enables her to provide care that is in accordance with children's individual needs and education based on their starting points. The childminder is aware of children's interests and builds on these to extend their learning. For example, in response to their interest of a recent snow event the children made ice cubes, pouring the water from jugs into trays then placing them in the freezer. Later they discussed the changes that had occurred and described the texture of the cubes and whether they felt hot or cold. When placed in water they watched how they melted recalling that the same thing had happened to the snow.

Children's behaviour is good because they are kept fully occupied in activities which appeal to them. They are encouraged to be polite and are shown how to have respect for resources. Samples of their craft work and photographs of them engaging in activities displayed in the dining room and conservatory gives them a sense of belonging.

Children demonstrate a sense of security and move around the home confidently. They play and learn in a safe and secure environment. The use of regular risk assessments and effective record keeping ensures their safety. However, because the fire drill has not been practised with all children the childminder is not able to be fully assured that in the event of an emergency all children can exit safely.

Children choose resources they want to play with and thoroughly enjoy the childminder joining in with their play which extends their learning and concentration. As they play in the home corner, they ask the childminder what she would like to eat by showing her a menu, they record what food she states she would like, then go off together to cook it. When it is cooked they give it to the childminder who then shows them how to lay a table using child-sized metal cutlery.

Through discussion, children are becoming aware of the needs of others and they learn about the wider world through a range of activities and resources. Children enjoy being outdoors; they are taken on outings and for walks around the local area. While out they look at the seasonal changes that occur in the environment and they play football in the park. During warmer weather months they visit the

beach and go for picnics. Through their regular attendance at toddler groups they learn how to socialise with others.

Children are becoming independent in their self-help skills and are learning to follow good hygiene practice; they are reminded to wash their hands at appropriate times throughout the day using liquid soap and paper towels to dry them. However, when they ask why they have to do such a task, they are not always given a response.

Children are encouraged to follow a healthy diet and thoroughly enjoy eating the nutritious snacks of fresh fruit they are offered. Under close supervision they cut the fruit which helps them to learn how to handles tools such as knives safely. Children are encouraged to pour their own drinks which are readily available, ensuring they do not dehydrate.

## 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	1

### 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	1
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	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

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