

## Inspection report for early years provision

---

|                                |              |
|--------------------------------|--------------|
| <b>Unique reference number</b> | 120728       |
| <b>Inspection date</b>         | 03/11/2009   |
| <b>Inspector</b>               | Maria Lumley |

|                        |             |
|------------------------|-------------|
| <b>Type of setting</b> | Childminder |
|------------------------|-------------|

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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 registered to care for children since 2001. She lives with her husband and their children aged four months, five and ten years in the village of Hordle on the edge of the New Forest. All areas of the property are used for childminding. There is a fully enclosed garden for outside play. The family have two cats who have some contact with the children.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for no more than four children under eight years, of these, not more than two may be in the early years age group. Currently there are a total of two children on roll, both are in the early years age range.

The childminder 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 demonstrates a good knowledge of individual children which supports her to successfully meet children's learning and welfare needs. Consequently, children are making good progress in their learning and development. Children are safe and secure in the childminder's home and on regular outings to the local and wider areas. The childminder builds excellent partnerships with parents which effectively help her to meet the children's needs. The positive use of self-evaluation and reflective practice ensure that the childminder is successfully continuing her own professional development and the development of her childminding service.

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

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

- enhance the two-way flow of information with parents, with particular reference to the use of the accident record.

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

Children are effectively protected from harm and neglect. The childminder has developed a clear and well written safeguarding policy which is shared with parents from the outset. She knows signs and symptoms of possible abuse and has a secure knowledge of the procedures to follow to protect children. Written risk assessments are checked regularly and actions taken to ensure children are safe in the house, garden, and on outings. For example, the use of cupboard and drawer locks in the kitchen ensure children cannot access cleaning substances and

sharp utensils. Children benefit from the efficient maintenance of most records such as medication and incident logs. The accident record is kept up-to-date with appropriate information shared with parents and on most occasions a signature obtained from the parent to acknowledge the accident entry.

The childminder has developed outstanding partnerships with parents. They are provided with a comprehensive information pack which gives an overview of the business. This includes the childminder's guiding principles, information about the Early Years Foundation Stage (EYFS) and the extensive policies and procedures the childminder follows. Initial questionnaires about children's needs are completed, and the childminder provides parents with a daily diary which is effectively used to exchange information about children's routines and progress. Parents also receive a detailed monthly newsletter which includes updated information about the childminder's practice. In addition information from the community and media about relevant childcare issues are shared. Written letters from parents evidence their extremely positive views of the provision. Parents report, '.. her enthusiasm and all-round attitude show her dedication to the children in her care' and, '.. she goes above and beyond the call of duty'. The childminder has established effective links with other early years settings that children attend. She talks to children's key workers on a daily basis and shares reports at the end of each term. This ensures that all childcare professionals working with the children are well informed and provides consistency for the children.

The childminder has developed effective systems to evaluate the provision. This includes seeking the views of parents through questionnaires and asking children their views. As a network childminder she receives regular monitoring visits from her network co-ordinator. These successfully identify strengths and areas for development. The most recent report highlighted the need to determine the safety of the newly built decked area. As a result a written risk assessment was completed and sent to Ofsted. Weekly meetings with other local childminders are an opportunity for sharing good practices and 'top tips'. The childminder receives termly newsletters from Hampshire's NCMA cluster network, this keeps her up-to-date with training courses and new information. The childminder's record of achievement demonstrates continued training since her last inspection.

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

The childminder demonstrates a secure understanding of the EYFS. She uses highly effective incidental and planned observations to ensure she has clear understanding of individual children's stages of development. These are used to inform planning and to support children in their next steps. The childminder knows children's interests very well and adapts activities to take these preferences into account. For example, a toddler particularly enjoys pushing and pulling items. As a result of this, the childminder ensures that resources including the hoover, pram, pushchair and shopping trolley are easily accessible. The childminder has added further challenge by having a figure of eight mown into the lawn to create a course for the child to manoeuvre these resources round. Children are developing very good physical skills as they play in the exceptionally well equipped garden. They

run in the open space, climb on the large equipment and jump on trampolines. A child selects a rugby ball and attempts to throw and kick it. The childminder observes that the child is struggling as the ball is too heavy and offers a lightweight ball. This change in resource enables the child to succeed and they laugh with happiness as they play catch with the childminder. Whilst in the garden, the children help to tend the vegetable patch. They plant and grow vegetables including pumpkins which they make into soup and eat. They benefit from healthy home cooked meals and snacks which are provided by the childminder. Each time they eat a piece of fruit or vegetable they enter information on the 'Five a day' board.

Young children are developing their speech and communication skills. They are able to comprehend and follow commands. For example, when asked to sit and take off wellington boots they follow instruction. The childminder has music and story tapes playing in the background and children occasionally join in familiar rhymes and songs. Language is further supported by weekly attendance at 'Music bugs' and toddler groups where children participate in group songs, nursery rhymes and story times. At these visits children also develop social skills where they learn to share and take turns with each other.

Children learn about the world around them through planned activities and outings. They are able to meet people from different cultures and backgrounds when out in the community. Children increase their understanding of equality and diversity through valuable discussions, the use of a very good range of resources that positively promote differences and participating in craft activities that take into account a range of celebrations. For example, the childminder ensures that children have good access to books that highlight different cultures, and children sample foods from around the world.

During a recent trip to Hengistbury Head children study the retaining wall that was being constructed. They attempt to feed different sized pebbles through the wire mesh on the wall. Children struggle to fit big pebbles through the holes, they use their mathematical and problem solving skills, seeking smaller pebbles succeeding at the task. The childminder notes children's interest in comparing size and problem solving and sources additional toys from the library to support and extend learning in this area.

Children are very well behaved, constantly busy and engaged in purposeful play. Minor incidents are dealt with effectively using age appropriate strategies. For example, when a toddler sits in a highchair at snack time they grab the kitchen door handle and bang it back and forth. The childminder changes the tone of her voice and says, 'No', the toddler immediately stops this unwanted behaviour. When snack time has finished the toddler helps to gather up the left over raisins and passes them to the childminder who thanks them for their help. Visual rewards such as stampers on children's hands are given in recognition of good work and kind acts.

Children are safe and settled in the child orientated environment. They have formed close attachments to their carer who provides them with high levels of care and affection. Children follow familiar routines that help them keep safe. For

example, when using the outdoor step that leads from the decking to the lawn, they are reminded to sit on their bottoms and bump down. Children successfully and safely navigate the steps with the childminder close by offering support and guidance.

## 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 |
|--|---|

### 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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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