

## Inspection report for early years provision

---

<b>Unique reference number</b>	131475
<b>Inspection date</b>	26/10/2009
<b>Inspector</b>	Alison Large
<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 was registered in 1994. She lives with her husband in the Itchen area of Southampton. All areas of the property are used for childminding and there is a fully enclosed garden available for outside play. The ground floor is easily accessible to adults and children. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder is registered to care for a maximum of six children at any one time. She is currently minding three children in the early years age group and 13 older children on a part time basis before and after school and during school holidays. The childminder is able to walk to the local schools to take and collect children. The family have some fish. The childminder attends various groups on a regular basis and is a member of the National Childminding Association. She is a member of an approved childminding network.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The childminder has an excellent understanding of children's individual needs and ensures that all aspects of their welfare and learning are exceptionally well met. This means children enjoy a worthwhile experience of the Early Years Foundation Stage (EYFS). Children are cared for in a warm and welcoming family environment where they are all equally valued, included and treated with respect. As a result, they demonstrate high levels of confidence and an excitement to learn and make excellent progress. The childminder takes effective steps to evaluate her provision for children's welfare, learning and development. She regularly accesses training opportunities, enabling her to make continuous improvements to her already excellent practice.

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

To further improve the high quality early years provision the registered person should consider:

- develop the systems to self evaluate and monitor the provision further, to include the views of the parents and children

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

Children are fully protected as arrangements to safeguard children are robust. The childminder has a thorough and secure understanding of safeguarding issues and procedures. An extensive range of policies and procedures and extremely well organised records ensure that every child's needs are very well met. The childminder is suitably vetted and ensures that children are always supervised by

an appropriate adult. She has exceptionally good systems in place to manage emergencies and provides childcare which is professional and efficient. Excellent risk assessments are in place and these are constantly reviewed and updated to ensure children's safety both within the home and on outings. The childminder demonstrates a clear understanding of inclusive practice and encourages children to be fully involved in all aspects of their play and learning. The stimulating environment and wide range of resources and activities provided ensure the children are extremely well motivated and have high levels of self-esteem.

The childminder is extremely proactive in keeping her skills updated, which benefits the children she cares for. Thorough self evaluation systems are in place to fully identify and deal with areas for development. The childminder has highlighted that she would like to involve the parents and children more in this process. The childminder has an excellent partnerships with parents. Effective communication systems have been developed with parents. She shares the children's assessment records with them, so together they can discuss the way forward in their child's progress. The childminder has also developed partnerships with other settings who deliver the EYFS to the children she cares for, to ensure continuity of care. This enables every child's needs to be successfully supported and their protection assured.

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

Children develop warm and secure relationships with the childminder. She supports the children exceptionally well and takes excellent care of their individual needs. They benefit from her commitment and enthusiasm, enjoying purposeful and interesting play. As a consequence they all make excellent progress in every area of learning. A stimulating and very well resourced learning environment enables children to make choices and influence their own learning. Children take part in a wide range of adult and child initiated activities which follow their own interests. They confidently select resources themselves, playing with the small world people or looking at books. Regular and accurate observations and assessments are made by the childminder and used to ensure that children are consistently moving to the next steps in their learning and development.

The childminder has an excellent working knowledge and understanding of how children learn and ensures that all children are fully supported. She takes children to visit local groups in her area, where they meet and interact with other children and adults of all ages. Children very much enjoy their time with the childminder. Older children talk confidently about their experiences. They play well with the younger children, helping them to find the resources they want and involving them in their games. Children have opportunities to count frequently and they enjoy looking at books. Children's creative development is very much encouraged. Children delight in activities such as making their own puppet, when the childminder provides a wide range of interesting materials for the children to explore. They relish making the puppets and preparing a show for the parents later in the day. The childminder is highly skilled at knowing when to play alongside children and when to allow them to develop relationships with each other and

solve problems.

Children learn about keeping themselves healthy as they talk about washing their hands before eating and after using the toilet. Parents are encouraged to provide healthy snacks and meals. They access the outdoors for regular fresh air and exercise and enjoy going for walks, or trips and outings in the school holidays. Children learn to keep themselves safe. They talk about road safety as they walk home from school or practise the fire evacuation drill. Children's behaviour is extremely good. They are very polite and kind to each other, often sharing toys or helping younger children to find particular toys. They are articulate, confident and flourish during their time spent with the childminder. Parents are extremely well informed about their children's learning and development, via daily discussion and the folders of their children's progress. Parents are consulted about their children's needs and interests when the child first starts and then at regular intervals.

## 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>	1
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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
--	---

### 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

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
--	-----