

## Inspection report for early years provision

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<b>Unique reference number</b>	EY333885
<b>Inspection date</b>	30/11/2009
<b>Inspector</b>	Judith Reed
<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 registered in 2006 and lives with her husband and their teenage child. They live in the Netley area of Southampton, within walking distance to local shops, schools and parks. All areas of the property are registered for childminding, however, this usually occurs on the ground floor. There is a fully enclosed garden which is available for outside play. The family have a pet dog.

The childminder is registered to care for a maximum of six children at any one time, no more than three of whom may be in the early years age group. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends the local carer and toddler group on a regular basis. She is a member of an approved childminding network and currently receives early education funding for three and four-year-olds.

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

Overall the quality of the provision is outstanding.

The children's individual needs, interests and abilities are recognised and nurtured by the childminder. She makes careful plans to meet the needs of each child in her care and equality and diversity are very well promoted. The childminder carries out a full and thorough self-evaluation of her professional service. She makes plans for ongoing development and training, therefore maintaining continuous improvement.

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

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

- continuing to develop partnerships with other professionals

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

Children are effectively safeguarded as the childminder is very well organised and holds all necessary contact information and consents from parents. She is fully aware of her duty regarding protecting children and makes parents aware of her up-to-date policy. The childminder takes all reasonable steps to ensure children's safety and security. All necessary checks are completed on the adults living in the household. She carries out risk assessments around her home as well as for many regular outings. Children feel safe as they are made aware of the few house rules. The childminder helps children to keep themselves safe by teaching them to make

choices and assess risks. She finds reading stories about everyday events is a good way of helping children focus on who they can trust and how to keep safe. Parents are involved in the annual 'Child Safety Week' activities when safety issues are promoted and road safety is also highlighted when out and about.

The childminder is very well aware of the importance of building successful relationships with parents and that they can have long lasting beneficial effects on children's learning and well-being. She finds parents are really interested in their child's progress and are keen to become involved. The childminder stresses the importance of having a flow of two-way communication and keeps a daily journal where they share information about their child. Parents state that they are happy with the service provided and know they are listened to, supported and valued. Parents appreciate the childminder's flexibility and feel she does a wonderful, professional job. They find she is approachable and she helps the children to be happy, confident and to make very good progress. The childminder is building excellent relationships with other professionals to ensure children's individual needs are supported.

The childminder employs self-evaluation as an effective tool in identifying areas for development, therefore driving improvement. After completing training in the process she finds using the self-evaluation toolkit provides an excellent insight into what key aspects have greater impact on improving outcomes for children. The childminder is thoroughly committed to improvement and is fully aware of the value of forward planning. The childminder has a very professional approach to childcare and is committed to developing her own knowledge through ongoing training. She analyses her risk assessments and accident forms twice a year to check if anything can be improved. She ensures each child has a personalised learning journey and constantly evaluates the activities to find new ways they may be enhanced to make the learning more effective. The childminder promotes equality and diversity by providing a fully inclusive environment. She encourages children to recognise their own unique qualities and the characteristics they share with others. She is a very good role model and actively promotes equal opportunities and anti-discriminatory practice. The childminder works in partnership with families and ensures that all children feel included, safe and valued. She carefully tracks children's development to ensure any special educational needs and/or disabilities are picked up early. The childminder promotes equality through small world play as well as through dual language and multi-cultural books. The premises is carefully planned with both the inside and outside environment being regularly monitored and reviewed for effectiveness. The provision is fully inclusive, enabling all the children to participate fully at their appropriate level. The childminder plans a continuous curriculum for the children and they play with toys set out in the living room or help themselves from the extremely well organised toy storage room.

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

Children's learning is very effectively supported because the childminder carefully observes the children's development and records observations. She uses the

guidance to plan ongoing next steps. She has a continuous provision plan which describes the areas and bays in each room and what provisions children can access independently, both indoors and outdoors throughout the year. Further additional direction is supplied from the short-term plans. The childminder provides fun activities, experiences and opportunities that are hands on and play-based and include children's own interests. She plans for each child individually and ensures the curriculum is well-balanced and all areas of development are covered. The childminder creates a stimulating environment where the children have the freedom to explore and where they can gain satisfaction from having some independence and control. She interacts with them by asking lots of questions to challenge them and extend their thinking. The childminder records their progress and each child has a 'unique learning journey' that is reflected on, shared and celebrated with the child and their parents. Children are very well motivated and the childminder has realistic expectations of what they can do. The childminder has seen the children in her care growing in confidence and self-esteem, gaining independence in their self-care skills, interacting well with adults and peers and being respectful of others, showing a willingness to try things out, knowing that effort is valued. The childminder provides parents with a termly update of their children's development and they discuss next steps in a formal meeting. This way parents feel fully involved and included and the childminder is aware of what they want for their children and their priorities.

Children relish the opportunity to spend time exploring the toys and activities. They take turns with favourite toys and learn to share. Children's communication skills are very well supported as the childminder talks to children and sings songs with them. For example, the childminder uses felt animals as prompts while she encourages the children to name the animals shown, and make the appropriate noises, while saying rhymes and songs such as 'Old McDonald Had a Farm'. Children successfully show the childminder where the ceiling, floor, window and door are, linking with the song 'Wind the Bobbin Up'. The childminder extends children's learning by providing musical instruments as she knows that children particularly enjoy music. The childminder strikes an effective balance between adult-led and child-initiated activities by providing the equipment and sitting back to observe the children. They are excited by this opportunity and help themselves to the instruments from the storage box to explore how to make the sounds. Children blow into a trumpet to try to make the sound. They also blow across a harmonica. The childminder encourages children to blow harder and have another go. She puts on a music disc for them to join in the music. The childminder also routinely says a number rhyme with children as she changes their nappies. The childminder is well aware of hygiene issues and ensures toys are cleaned as necessary. The musical instruments which have been put into mouths are cleaned with anti-bacterial cleaner after use. Children's creative development is very much encouraged and children delight in displaying their art work in the childminder's home. Children's physical development is promoted and they develop a healthy lifestyle through the benefits of physical activity. Children are taken for walks with the dog a couple of times a week. They also enjoy regular outings and find out about the local area, such as the duck pond where they feed the ducks. Children particularly enjoy finding out about animals and learn about the world around them.

Healthy eating is promoted and children benefit from nutritious fruit snacks during the morning. The childminder provides well-balanced and nutritious meals, however, if the children bring in a packed lunch parents are made aware of the healthy eating policy. Children are encouraged to develop good habits and behaviours within the setting. For example, taking of their shoes indoors, washing hands before and after meals, after going to the toilet, after outdoor play or touching pets.

## 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

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### 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

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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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