

## Inspection report for early years provision

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<b>Unique reference number</b>	111996
<b>Inspection date</b>	09/11/2009
<b>Inspector</b>	Coral Hales
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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. The childminder lives with her two grown up sons in a house in the Oliver's Battery area of Winchester, Hampshire which is close to local schools and shops. All areas of the property are registered for childminding although children use the downstairs area where there are toilet facilities. Access to the premises is good. There is a fully enclosed garden for outdoor play. The family have pet turtles. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder is registered to provide care for a maximum of six children under eight years, of whom no more than three may be in the early years age range. There are currently eight children on roll, of which, two are within the early years age range.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled with the childminder and she has a suitable understanding of their individual needs and interests. She provides them with a child-friendly environment and ensures their routine care needs are met. The childminder has limited knowledge and understanding of the Early Years Foundation Stage (EYFS) and has identified that she requires training to help her fully implement all systems. The childminder listens and responds to the children and families and this enables them to feel accepted and settled and she strives to offer a fully inclusive service. She has contact with other providers and continues to build links with them to share information. The childminder understands the benefits of using reflective practice.

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

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

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Safeguarding and welfare)
- 30/11/2009

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

- increase knowledge of the early learning goals to ensure activities planned incorporate each area of learning and knowledge of children's achievements gained from observations
- further develop assessments to clearly show identified next steps for

- children's progress which can then be measured against their achievements.
- develop systems of self evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

Children are safeguarded as the childminder is aware of her duty to protect them. She is still developing her understanding of safeguarding issues and is booked to attend child protection training. New policies and procedures have been implemented in line with requirements and shared effectively with parents. The childminder has risk assessed her home and outings are carefully considered, however, a record of these assessments is not maintained as required.

The childminder has suitable working relationships with the parents and with other local providers at the pre-school and school. The childminder has not yet implemented any formal systems to evaluate her provision. Therefore, she has no effective systems to help her to identify all priorities for improvement.

The childminder organises her home to ensure children have space to play, and they use the conservatory as a dedicated playroom. They have access to a satisfactory range of resources to support their learning. Children are comfortable and settled with a familiar adult in a safe and secure environment.

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

The children are making satisfactory progress in their learning and the childminder shows a suitable understanding of how they are developing individually. She is however, not secure in her knowledge of the early learning goals or how to implement observation systems. Therefore, the childminder has no fully effective system to monitor children's progress or move them onto the next steps in their learning.

Children are given time on their return from school and nursery to develop their play in their own ways and at their own pace. They make independent choices enabling them to initiate their own play ideas. Younger ones play happily with construction bricks and enjoy watching the other children. Others look through the books until they find the one they have been discussing at school. They show imagination as they join in games with the older children and show confidence and have the ability to share their own ideas using an ever increasing vocabulary.

Children are encouraged to develop and adopt suitable hygiene procedures and to become independent in their practices. Younger children are supported well and suitable nappy changing routines are in place. They begin to develop their awareness of healthy eating through the nutritious snacks given, for example, grapes and apples. Drinks are available at all times to ensure children remain

hydrated. Children have some opportunities to be out in the fresh air as they visit the park regularly and can access the garden and this helps them to develop a healthy attitude to exercise.

Children behave well and begin to learn about being kind to others and are encouraged to share and take turns. They begin to become aware of safety issues and the childminder helps them to learn simple road side practices when they use the car to enable them to develop some understanding about their own safety.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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