

## Inspection report for early years provision

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<b>Unique reference number</b>	EY394606
<b>Inspection date</b>	10/12/2009
<b>Inspector</b>	Penny Wood

<b>Type of setting</b>	Childminder
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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)

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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 was registered in 2009. She lives with her husband and two children aged 12 and 10 years old in Hamble, near Southampton, Hampshire. The whole of the home is registered for childminding and there is an enclosed garden for outdoor play. The family have a dog and a guinea pig.

The childminder is registered to care for a maximum of six children under eight years old at any one time and she currently has four children on roll aged between one and ten-years-old, of whom, two are in the early years age group. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder is able to walk and drive to local schools and pre-schools.

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

Overall the quality of the provision is good.

Children are very happy and settled within the childminder's homely environment. They clearly thrive with the attention they receive and benefit from a good range of activities, which are provided to suit their individual ages and abilities. Good systems are in place to ensure children's individual needs are met. The childminder has taken good steps to consolidate her practice since registration and has a positive approach to furthering her knowledge through future training opportunities. The childminder uses the experience she has gained from working in other early years settings well to benefit her childminding provision.

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

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

- continue to develop a regular two-way flow of information with other providers in order to support children within their learning journeys
- develop strategies for promoting and valuing different cultures and festivals to enhance children's awareness of diversity
- take reasonable steps to ensure that the garden shed door is made safe or inaccessible.

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

Children benefit from the childminder's clear knowledge and understanding of safeguarding. The childminder has a good understanding of her child protection policy and procedures, which promotes children's safety. Good steps are in place to minimise hazards within the home. However, even though children are not currently using the garden due to poor weather conditions, not all steps have been taken to ensure that the shed door is made safe or inaccessible. Effective

strategies, such as practising the fire evacuation procedure, ensure the childminder is able to act promptly in an emergency.

Good strategies are in place to ensure children's safety when away from the home. For example, the childminder ensures she has suitable car seats and is cautious when loading and unloading children from the car in busy areas. Children enjoy access to a wide range of toys and resources, which are maintained in good condition. The childminder is vigilant with small parts of toys, ensuring the younger children are not faced with choking hazards. Space and the resources are used well to promote children's learning and development.

Strong partnerships between parents and the childminder ensure children's individual needs are met. The childminder gathers clear detail about the children on joining her care to enable her to provide according to the individual child and in-line with parent's wishes. The childminder welcomes feedback from parents and children to enable her to adapt her provision and improve her practice. Parents talk highly of the childminder and remark about the loving and educational environment she provides. The childminder has taken steps to make contact with other providers that children attend. However, to date she has not developed a regular two-way flow of information in order to support children within their learning journeys.

The childminder has good strategies in place to evaluate her provision and to drive future improvement. She has a realistic view of her provision and is aware of areas to develop and improve. For example, she is aware that she has a limited range of resources, which depict positive images of diversity, and to date has not encouraged children to gain a wider understanding of different faiths and cultures. Policies, procedures and children's records are maintained well and shared with parents to ensure they are informed of her role and responsibilities and of their child's experiences when in her care.

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

Children benefit from the good systems in place for the planning of a varied range of activities, which are based on children's interests. Children are able to make choices and suggest activities, in which they would like to participate. The childminder knows the children well and through high levels of support and the provision of age-appropriate activities, she is able to extend their learning and acquisition of new skills well. She is able to differentiate activities to ensure all children are able to participate and play an active role.

Throughout the day, the childminder introduces new activities and varies the range of available toys to ensure children remain engaged and occupied within meaningful play. The childminder uses relevant publications appropriately to support her within her assessment of children's learning and has good systems to record children's development.

Children clearly enjoy the attention they receive, with regular praise and

encouragement used by the childminder to boost children's confidence and self-esteem. Consistent use of language promotes children's acquisition of their own language skills and reinforces children's learning. For example, the childminder talks to children throughout their play about the different names of animals and colours.

Children clearly feel safe and secure within the childminder's home. The older children are learning how to promote safety within the home. For example, they are gaining an awareness of ensuring stair gates are closed to prevent the younger children from accessing hazardous areas, such as the stairs and kitchen. When away from the home, they are learning to keep themselves safe through strategies, such as road safety initiatives.

Children enjoy regular opportunities to visit play parks and indoor play centres, whereby they are able to develop their physical skills and gain benefit from healthy exercise. They are gaining a clear understanding of good hygiene procedures. For example, they regularly wash their hands during the routines of the day. The allocation of different coloured towels, cups and plates ensure children are aware of which resources to use, whilst restricting the spread of germs and infections between those present.

Children are encouraged to say please and thank you, promoting the use of good manners from an early age. They behave well because of the clear expectations set by the childminder. Furthermore, they have enjoyed opportunities to make their own rules, such as putting toys away if they are not being used, which encourages them to abide by the boundaries they have put in place.

## 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	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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