

## Inspection report for early years provision

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<b>Unique reference number</b>	EY295012
<b>Inspection date</b>	16/03/2010
<b>Inspector</b>	Anne Gunston

<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.

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## **Description of the childminding**

The childminder has been registered since 2004 and is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. He lives with his wife, who is also a registered childminder, their adult daughter and 13 year old son, who is educated at home. The family live in a house in the village of Liphook, Hampshire, which is within walking distance of local parks, shops and schools. The childminder is registered to care for a total of six children, of whom three may be in the early years age group. There are currently six children in the early years age group jointly cared for by the childminder and his wife, and four children in the later years age group. All children require care on a part-time basis.

All younger children are cared for on the ground floor and babies have a dedicated safe room. A bedroom on the first floor is available for sleeping children to rest or older children to play. There is an enclosed rear garden and children can use the front garden when this is secure. The family have two guinea pigs and indoor fish as pets. The childminder holds a Level 3 certificate in Child Care and Education and is a member of the National Childminding Association.

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

Overall the quality of the provision is outstanding.

The childminder is fully aware of the unique character of each child in his care. He has well established relationships with parents and works in partnership with others who may be involved with the children, ensuring each child makes continual progress in their learning and development. The childminder is enabling, he listens to children's wishes and works hard to incorporate these into the planning of stimulating experiences. Children benefit from the childminder's commitment to ongoing evaluation of the service he provides.

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

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

- increasing the safety of children's play in the garden by making shed windows safe.

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

The childminder has very good knowledge of how to safeguard and protect children in his care. He carefully monitors children's health and well-being; by noting injuries and listening closely to children at play he is able to identify if children are distressed or at risk of harm. He is aware of the procedures to follow

should his concerns continue over an extended period. The childminder has a written safeguarding policy and displays the guidance for parents on a notice board, so they are fully aware of his role. He works in a professional manner and ensures that children receive high levels of supervision, from himself and his wife. He constantly checks where children are playing or resting, and acts quickly to support them. He checks frequently on children who are sleeping, it is clear that children's welfare is a priority for the childminder. Children are protected at all times and always in the care of adults who are experienced, well qualified and vetted.

The childminder has an extremely positive view of the Early Years Foundation Stage (EYFS) and states that it promotes individual learning based on children's interests. It is his aim to 'facilitate children's play, not stifle them'; he is successful with this and very able to review and amend his practice for the children's benefit. For example, the childminder assesses the success and relevance of activities he plans. He judges the level of children's involvement and enjoyment and will adapt or repeat activities, which are worthwhile and benefit children's learning. The childminder's risk assessment record is thorough; it is a working document, which he adjusts to take account of the hazards that may apply on more than one occasion. For example, by identifying the separate hazards of children choking should they have food in the car, and those involved when children are walking, the childminder takes account of both on every occasion that children travel. The childminder provides a secure and generally safe home environment, however glass in the shed windows has the potential of breaking and falling onto children's play space in the garden. Children thoroughly enjoy play outdoors and have plenty of freedom of movement. They make constant use of both gardens; the childminder recognises the benefits of outdoor play in promoting children's physical development. His method of self-evaluation, in cooperation with his wife, has identified that adding a willow arbour in the back garden will offer children a quiet secluded place where they can have further opportunities for quiet, tranquil play.

The childminder takes steps to develop a working relationship with other settings who offer the EYFS curriculum to children. He is prepared to share any information and the development records he holds on individual children, if he has consent from their parents. The childminder has identified an area for improvement to his service, and wishes to find a method to work with carers with whom he has no personal contact. He has particularly effective relationships with parents and communicates with them in many ways. For example, he obtains detailed information on each child when parents first request a place and supplements this in discussion each day. The childminder uses a daily diary for younger children to exchange details relating to the meals or sleep pattern. He contributes to the records of achievement for each child and is fully aware of every child's level of development. He keeps this knowledge to the front of his mind every day, noting any progress or area that needs further work. Parents state that they appreciate the regular newsletters that the childminder sends out, giving them essential information, such as planned holiday dates. They are able to influence the childminder's practice as he has well established methods to ask their opinion. Parents state that they are always consulted about change and receive excellent feedback on their child's development.

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

Children thoroughly enjoy their learning and play an active part in an extensive range of activities. Children wonder, for example, how to clean chalk off the drive and excitedly run to find a cloth and water at the childminder's suggestion. They seek the childminder's involvement in their play; he is always responsive to their needs and shows genuine interest in what children are doing. Children often direct the childminder and tell him what they wish him to do, such as, open the car so they can pretend to go on a picnic. Children love to engage in role-play and have wonderful imaginations. They are confident speakers who are very able to express themselves; if minor incorrect pronunciation happens, the childminder corrects this in a sensitive way. The childminder is fully aware of each child's interests and preferences. He takes steps to accommodate these, such as recording documentaries that are on during the day for older children to watch when they arrive from school. Children's writing skills are developing well; they love to form individual letters and write their names. The childminder takes up all opportunities to encourage this wherever the children are playing. Children are very independent because the childminder expects this of them whenever possible. He encourages children to fetch resources for themselves; he watches closely as children attempt difficult tasks, such as making a sandwich for their lunch. He supports whenever it is necessary but does not deter children with his presence. Children are increasingly inquisitive and spend long periods examining the exciting range of toys; they carefully select and name items as they take them out of boxes.

Children have a strong sense of security in the childminder's care; they clearly have trusting relationships with him and want his company and attention. The youngest children snuggle into him for a cuddle and love active play with him, such as rocking backwards and forwards on his knee. They accept the new moves he introduces, moving children sideways as well. There is excellent communication between the childminder and his wife all the time, so children realise that they have constant support. The childminder prepares children to consider their own safety; he believes that, with good supervision, children should use real tools and equipment, as they will learn how to use them safely from then on. He describes how children who want to walk on a low wall, perhaps on the way to school, should be able to do so as he can give guidance on where it may be difficult or unsafe. In this way, children learn to work through problems and find their own solutions. The childminder takes many precautions to protect children's good health. Although all written consents are in place for administering medication, he rings parents to advise that he wishes to, say, give a sedative to reduce a high temperature. He takes steps to eliminate the risk of over-medication. He shares accident and medication records with parents promptly, using a duplicate book. Children have many opportunities to be energetic in the garden; they use wheeled toys on the drive and may use the trampoline if parents agree. Children enjoy freshly prepared meals and snacks; the childminder uses homegrown vegetables whenever possible. Children's drinks are always accessible to them; the childminder watches to ensure that cups are not muddled up to prevent risk of infection. Children clearly understand and follow good hygiene habits such as washing hands before meals or if they help with preparation.

Children are working well together, they learn to negotiate and cooperate by sharing toys and fetch items for each other. The childminder encourages this caring attitude; he makes sure that each child has equal access to his time and attention. He patiently explains to children why they sometimes have to wait for this, or for a particular toy. He is an excellent role model for the children; he thanks children for good behaviour and clearly enjoys their company. Children show high levels of confidence and self-esteem; they respond well to the childminder because he often seeks them out saying, 'I want to see what you are doing'. Children are well equipped with the essential skills they need for the future; they are keen to explore the stimulating learning environment that the childminder provides. They are making exceptionally good progress in all areas of learning, because the childminder prepares and facilitates many experiences. He organises activities in the local area, such as trips to Staunton Country Park. Children go on shopping trips to the local greengrocer, the childminder organises this with a dual purpose. He wishes children to get to know the members of their community and realises that by purchasing and cooking unusual fruits or vegetables they are learning about cultures and traditions from the wider world. The childminder encourages children and devotes his time to supporting them achieve success in their chosen activity. Children are helped to use challenging equipment, such as a digital camera, with the childminder on hand to guide them.

## 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	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met