

## Inspection report for early years provision

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<b>Unique reference number</b>	112507
<b>Inspection date</b>	28/01/2010
<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.

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 2000 and lives with her two children aged 13 and 15 years in a house in Horndean, Hampshire. The home is close to shops, parks, schools, pre-schools and public transport links. Children use the ground floor of the home for play. Rest and toilet facilities are provided on the first floor. There is a secure garden available for outdoor play. The family have a rabbit and guinea pigs as pets.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a total of four children, of whom three may be in the early years age range. She is currently caring for one child in the early years age group and one child in the later years age range; both require care on a part time basis. She is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children benefit from the good relationships that exist between their parents and the childminder, who recognises the need to work in partnership with anyone involved in a child's life. The childminder is strongly motivated and keen to improve. She has begun to evaluate some aspects of her practice and improvements to date have had positive benefits to children in her care. She promotes children's welfare and enables them to make good progress in their learning and development.

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

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

- develop the self-evaluation system to monitor all areas of the provision and outcomes for children to support continuous improvement
- improve the information to parents by including Ofsted's address in the complaints procedure.

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

The childminder takes positive steps to safeguard and protect children in her care. Although she has secure understanding of child protection procedures she has identified this as an area for training in future to ensure her knowledge is up to date. She shows ability to identify any signs or symptoms, which may indicate that a child is at risk of harm, and act in a professional manner if she has ongoing concerns about a child. Children receive good levels of supervision; the childminder keeps a daily attendance register well and monitors the time that children arrive

and leave. She maintains ratios at all times and displays her certificate of registration for parents to ensure they are aware of the legal requirements. The childminder has a comprehensive risk assessment record and uses it to help her identify hazards in the home, such as loose cables or floor rugs. She takes action to minimise risks. For example, she noted that the storage heater became very hot and took up too much space, restricting children's play. She arranged for this to be moved, and re-organised her home to make further improvements to the storage of children's toys. When out of the home the childminder takes many precautions to promote safety; she carries children's details and a first aid kit with her in the car as she realises this is essential in an emergency. The childminder keeps records for parents to show that her car is serviced annually, providing reassurance.

In the recent past the childminder looked at her career, which she describes as a 'lovely job' and began the process of assessing her strengths and areas for improvement. The childminder's methods of self-evaluation are informal and not documented; to date her focus has been only on provision of exciting toys and organisation of her home to give children safe, easy access to them. The childminder is using the knowledge she gains from training opportunities, and from reading childcare publications. As a result, the observations she makes on children's achievements are relevant and indicate that she is making good use of the Early Years Foundation Stage (EYFS) framework and guidance documents to identify the next steps in learning. However, she has no method of monitoring that children are taking part in activities, which promote each of the six areas of learning. The childminder recognises that her knowledge of the EYFS is developing and has booked training on this. She is currently working towards a diploma in home based childcare. She states that attendance on this has already given her fresh insight into her role and brought about changes to improve the outcomes for children. For example, the childminder increased the range of play materials, purchasing many attractive and stimulating items such as the Boogie Mites music and movement activity and glove puppets. Children enjoy using these items, and in doing so learn about the music and costume of other cultures. They have access to a colourful range of books, which the childminder purchased to raise awareness of diversity and equality in a positive way, ensuring she provides an inclusive, welcoming environment.

The childminder gives parents a great deal of information about her service and now invites their opinions, and those of the children, using a comments book and questionnaire. She completes an annual review of the contractual arrangements with parents, which gives them an additional opportunity to update information on their child. Parents receive copies of all the childminder's policies and procedures; she updates these at regular intervals or when legislation changes. However, the childminder's complaints procedure does not inform parents how to contact the regulator in writing. Parents state that they value the daily journal, which shows how their child is developing and making progress while in the childminder's care. They appreciate her support, flexibility and range of activities provided.

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

Children have a good time in the childminder's home and are particularly keen to investigate the resources she provides for play. They delight in making play dough shapes, such as butterflies and balls, supported by the childminder who points out corresponding shapes in the home. Children's communication skills are growing and they respond well to the childminder who keeps up constant dialogue to describe their actions. For example, children are soon confident to say 'ball' during the play dough activity. They are very confident in making decisions; the childminder recognises that young children's attention span may be short so ensures that they have plenty of choice to keep them motivated. Children love to use the role-play resources and pretend to 'hoover' the floor; they move on to try out the shakers excited by the differing faces on each one. Children enjoy music because the childminder introduces this in a way that they find acceptable. For example, she provides opportunities at home for children to use a good variety of instruments and listen to active songs and rhymes, should they find attendance at music workshops overwhelming. When the childminder plays children's favourite CD, they concentrate hard on their play, content to be calm and listen. Children also enjoy listening to stories because the childminder sits with them, pointing out the characters. They are beginning to really benefit from such activities and go on to make up stories to 'read' to a treasured toy.

Children benefit from affectionate relationships with the childminder; they feel safe because she keeps to the parents' routine wherever possible. She talks to children about their families during the day, making them feel secure and valued. The childminder is animated with the children and clearly enjoys their company. They actively seek her out to play with them and look to her for reassurance, for example, when a stranger is present. The childminder helps to prepare children for keeping themselves safe, on outings, she talks to children about the need to walk away from the edge of the pavement. She uses appropriate equipment, such as wrist straps or reins, if they are not willing to comply. In the home, children practise fire drills following the evacuation plan, which the childminder displays in her hallway.

Children take part in many activities that encourage them to be physically active. The childminder makes good use of local amenities, such as Staunton Park farm. She ensures that children take exercise every day they are with her, walking to the school or using the park and her garden. Children are adept at keeping themselves clean, for example, they wipe hands using wet wipes and are keen to 'do it' themselves, if a nose needs wiping. Children are learning the control needed to feed themselves, and persist with this; the childminder encourages their independence at all times. The childminder is working with parents to ensure that children receive a balanced diet. She promotes the healthy option at all times and works hard to introduce children to new tastes.

The childminder displays patience with children and talks to them respectfully; she is a good role model for appropriate behaviour. She gives children a great deal of praise throughout the day, which results in children feeling proud of themselves

and wanting to please her. The childminder demonstrates secure understanding of how to manage unwanted behaviour. Although she has an attractive 'time out' chair in the home, this is not used to isolate or identify a child who behaves poorly. In these circumstances, the childminder expects children to sit on her lap, calm down and apologise to any 'victim' in the situation. The childminder is preparing children well to become part of the wider community, by modelling respectful behaviour, giving them the confidence to express themselves and asking them questions to develop their ability to think through problem situations.

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

### 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>	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