

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY391119    |
| <b>Inspection date</b>         | 21/01/2010  |
| <b>Inspector</b>               | Nicola Hill |
| <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 2009. She lives with her husband and their lodger in an end-of-terrace house in Farnborough. The property is close to local schools and amenities and there is a park nearby. The ground floor of the house is mainly used for childminding, with toilet and sleeping facilities available on the first floor. The setting is accessible on street level and there is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for a maximum of six children under eight years, of these, three may be in the early years age group at any one time. She currently has two children on roll aged three and five years.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder's understanding of the Early Years Foundation Stage (EYFS) is sound. Children's learning and development is supported appropriately, although the current systems for monitoring their progress and achievements are not yet fully developed. Children are happy and settled within the home and the childminder ensures that all children are valued and included. However, opportunities for children to develop an appreciation of the wider world are currently limited. The childminder demonstrates a commitment to improve her provision, although she has not yet begun to formally evaluate her practice in order to identify strengths and areas for development. Most welfare requirements are met, although the childminder is not currently complying with one of the specific legal requirements.

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

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

- keep a record of the risk assessment, clearly stating when it was carried out, by whom, the date of review and any action taken following a review or incident

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

- help children begin to know about their own and other people's cultures in order to understand and celebrate the similarities and differences between them in a diverse society
- further develop the current systems of monitoring children's progress and achievements, and use the information gathered to identify and plan for the

- next steps in their learning and development
- develop a system for self-evaluation.

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

The childminder takes appropriate steps to promote children's safety and well-being. She ensures all adult members of her household have been vetted. She has a generally good understanding of child protection issues and the procedures to follow should she have any concerns. The childminder ensures children are safe and secure both inside and outside the home. She undertakes visual checks of the premises each day to identify any hazards within the setting, however, she does not maintain a record of her risk assessments which is a specific legal welfare requirement.

The childminder is aware of the benefits of self-evaluation but she is still in the very early stages of monitoring her provision and identifying areas for improvement. Through discussion the childminder shows a willingness to further develop her practice, she has addressed the areas for development identified at registration.

The childminder organises her home effectively to ensure children have space to play and move around freely. She makes sure that resources are appropriate to children's individual ages and stage of development and that toys are maintained in a sound state of repair. Although the children attend on a part-time basis the childminder ensures that they benefit from outings in the community as well as playing in her home and garden. The childminder adequately promotes equality of opportunity and has a good understanding of individual children's backgrounds and needs. She is happy to work with external agencies or services as necessary in order to provide support to individual children.

The childminder works generally well with parents, building friendly and open relationships with them. Parents receive their own copy of the childminder's policies and daily discussions keep them informed of the children's recent experiences. Information to support children's care and welfare needs is reliably sought so that children have continuity in their routines. The childminder is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children. She is in the process of developing relationships with other practitioners delivering the EYFS to the children in her care.

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

Children make sound progress in their learning and development. The childminder takes account of their interests and ensures they can explore a range of age appropriate resources, which support most areas of learning. However, the childminder does not currently provide many activities to help children learn about

different cultures and resources that reflect positive images of diversity are few. The childminder takes an interest in what the children say and do. Consequently the children eagerly chat with the childminder and approach her for help and support. Children show good imagination as they play with the play food and pretend to have a picnic. They talk with the childminder about what foods are healthy for them. Children enjoy reading books and regularly go to the library. Other activities outside the home include visits to local parks, toddler groups and playcentres. Children enjoy colouring in pictures and the childminder helps them to hold their pencils correctly whilst colouring. Other creative activities include baking and sticking, although materials such as paints and playdough have not yet been provided.

The childminder is still in the process of developing her knowledge of the EYFS and the six areas of learning, but makes good use of some opportunities to promote the children's learning. For example, she helps the children to complete the day and weather chart each day, and encourages the children to recognise the colours on a dice and match items on a card when playing a board game. The childminder has just begun to make some observations of the children's achievements and record these. However, these are not yet used well enough to identify the children's future learning needs across all areas of learning and inform the planning of relevant and challenging learning experiences.

The childminder provides a clean and well maintained home. She protects children from the spread of infection by ensuring that parents fully understand her policy with regard to the care of sick children. She has attended first aid training. Children learn good hygiene practice, such as washing hands. Posters are displayed reminding children to eat lots of fruit and vegetables and drink lots of water. The childminder ensures that there are daily opportunities for children to spend time outside and benefit from the fresh air. Children learn aspects of personal safety as the childminder discusses road safety with them when out on walks. Fire evacuation has also been practised with the children and recorded. Children are encouraged to be polite and display good manners. They receive regular praise and encouragement for effort and achievement; for example, when completing and winning a game, which helps build their self-esteem. Overall, the childminder is generally providing children with the necessary resources, activities and opportunities they need to help them gain important skills for the future.

## 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

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| <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

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|--|---|
| <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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| The quality of the provision in the Early Years Foundation Stage | 3 |
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### Outcomes for children in the Early Years Foundation Stage

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| <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                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| 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**

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| 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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