

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY227388
<b>Inspection date</b>	05/02/2010
<b>Inspector</b>	Judith Reed
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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 1987. She lives with her husband and two school aged children in Bursledon, Hampshire. Most of the ground floor of the home is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding four children under five, one full time and the rest part time. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks to and from local schools to take and collect children. The childminder attends a local childminder's group regularly and is able to support children with English as an additional language.

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

Overall the quality of the provision is outstanding.

The childminder recognises and nurtures children's individuality; she has a secure knowledge of their individual needs, interests and abilities. She promotes equality and diversity very well ensuring children's individual needs are met. The childminder carries out full and detailed self-evaluation of her professional service and makes plans for ongoing development and training, therefore maintaining continuous improvement.

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

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

- further developing written risk assessments of regular outings

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

Children are very confident and happy in the childminder's home. They feel safe as the childminder remains with them at all times and they have their favourite toys nearby throughout the day. The childminder has a very clear understanding of her duty regarding safeguarding children and follows appropriate procedures to protect children as necessary. She has carried out all necessary checks on adults living in the home. The childminder is a very good role model for the children in her care and they respond positively and behave appropriately. The childminder has a comprehensive set of policies and procedures in place and ensures parents are fully aware of these. She undertakes risk assessments both around the home and

for outings; however, individual written risk assessments are not made for every outing. Children help to carry out risk assessments and this helps them understand how to keep themselves safe when out. The childminder explains to the children reasons for certain actions, for example, why it is best to wear their slippers on the laminate flooring, why the garden is checked for animal mess or why they should hold hands when out walking. This helps them to understand, keep and feel safe.

The childminder continues to evaluate her service and regularly involves the parents and children in this process. The childminder has a professional approach to childcare. She is committed to developing her own knowledge through ongoing training and successfully identifies areas for improvement. The childminder keeps up to date through reading information from the local authority, the childminding association and the internet. She invites parents to contribute to evaluation through questionnaires and they regularly make very positive comments in their children's records. Parents state that they are very happy with childminder and the children have gained excellent social skills, children's speech has improved and they make friends. Parents find the childminder approachable and flexible and are confident in recommending her to friends. She provides a supportive environment. The childminder has built a sound working relationship with the local pre-school and school over the years. They often share resources and communicate well.

The childminder makes every effort to be inclusive and welcoming. She considers all the children and parents as individuals. She communicates with them and relates to them all on a level that makes them feel respected and valued. The childminder ensures all her policies and procedures are inclusive and effective, she knows the importance of having a positive attitude to diversity. The childminder is experienced in caring for children with English as an additional language and values the experiences and culture of the whole family. The childminder helps children to respect and value older people, as well as those with disabilities or from other cultures. She has worked with the children to create her own resources, which encourages them to discuss and learn about diversity. Resources are available around the spacious play areas. The childminder encourages children to make their own choices about activities and enables them to help themselves from several large storage boxes.

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

Children really enjoy their time with the childminder and have a very positive attitude to learning. As the childminder skilfully makes learning fun they very soon become engaged and are inquisitive. The children are always willing to participate and make choices about their own activities. They are good at sharing and thinking of each other. The children are considerate to each other and they become very excited about seeing each other. They are used to socializing as the childminder regularly meets other childminders and friends.

The childminder finds out children's starting points from their parents and effectively keeps them fully informed about the children's ongoing learning and development. Daily diaries are completed with informative detail about the

children's activities and learning. Parents are fully involved in their children's learning and view their developmental records regularly and make positive written comments. The interests and learning styles of each child, together with observations of the child help inform the planning. This coupled with an enabling environment and positive relationships help all the children reach their full potential. The childminder plans themes and activities monthly, then weekly and links the outcomes to all the different areas of learning. She ensures all six areas of learning are included and remains flexible to fit in extraordinary circumstances, such as the weather and the individual needs of the children. Developmental records show children make excellent progress. For example, children speak politely and welcome visitors into the home by name. They talk about the visitors role and invite them to join in activities, such as dancing and singing. Children enjoy sharing their developmental records and recount different past activities. Children's communication, language and literacy skills are very effectively supported as the childminder talks to them and asks questions. She talks about future plans, telling the children that they can all sit together to share some stories after lunch. Children also help themselves to books from the shelves and pretend to read; they are aware of how books work. They recognise their name and attempt to write it on their pictures. Children's creative development is enhanced when they dress up in various outfits, shoes and masks. They make animal noises linked with the dinosaur masks and say they are ballet dancers when dressed in pretty dresses and ballet shoes. The childminder continues the theme as she offers to put on some music for dancing and the children join in enthusiastically. They also join in action songs such as 'Incy, wincy spider' and 'I'm a little tea pot'. The childminder takes time to talk to the children about their activities and praise them, ensuring she is always positive.

Children develop skills for the future and are well prepared for transition to school. The childminder provides a wide range of experiences to help develop their independence and desire for learning. She does this by talking to and listening carefully to the children and their parents in order to better understand their individual needs and interests. She can then respond to each child appropriately and gain their trust. The childminder aims to give support and guidance to all the children in her care whatever their age, ability, social or ethnic background in order to help them reach their personal, social and emotional potential. She encourages each child with their own self care, for example, washing their hands or putting their own shoes on. The childminder helps the children to develop a knowledge and understanding of the world. She skilfully draws upon the experiences and diversity of the parents and children in her care. They discuss the different jobs that the parents do and talk our local environment, as well as different parts of the world. This all helps to create curiosity in the children and encourages them to ask questions. Children's physical development is promoted and developed at every opportunity. They play outside as often as possible. They enjoy running races and splashing in the paddling pool during the summer. The childminder sometimes makes an obstacle course in the garden for the children and they also go to the parks as well as walking up to school daily. The children know that fresh air and exercise is good for 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	1
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	1
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----