

## Inspection report for early years provision

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<b>Unique reference number</b>	111524
<b>Inspection date</b>	14/07/2010
<b>Inspector</b>	Lorraine Sparey
<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 1992. She lives with her husband and adult daughter in a four-bedroom chalet bungalow in Romsey. The children use the ground floor and the bedroom is available on the first floor for sleeping. There is a secure rear garden.

The childminder is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. A maximum of six children may attend at any one time, of these, three may be in the early years age group. There are currently six children on roll, of these, three are in the early years age group. The childminder is also registered to provide overnight care for two children under the age of eight years.

The childminder holds an NVQ at level 3 in early years and 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 are happy and settled in the childminder's welcoming and child-centred environment. They are confident and motivated in their learning, benefiting from the childminder's clear knowledge of their individual needs. As a result, children make good progress in all areas of their learning and development. Highly effective partnerships with parents ensure that they are fully involved in their child's learning. There are good systems in place to ensure that the childminder reflects on her practice to maintain positive outcomes for children.

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

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

- ensure risk assessments cover anything with which a child may come into contact
- develop further knowledge of safeguarding procedures
- ensure that the information gathered through observations and assessments are used consistently to plan the next steps in children's learning and development.

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

The childminder has clear knowledge and understanding of possible signs and symptoms of abuse. There are clear procedures to follow in the event of a concern being raised. Her policy and procedures are shared with parents to ensure they understand her role and responsibility. The childminder's safeguarding policy gives

clear procedures to follow in the event of an allegation being raised against herself. However, her knowledge is not completely consistent with the policy. Thorough written risk assessments are completed and reviewed on a regular basis. However, the childminder has not included all aspects of her garden which children may come into contact with. The childminder implements effective procedures to monitor and evaluate the provision which includes sharing good practice with other childminders and meeting with the network coordinator. Parents' questionnaires and regular discussions with the children ensure that their views are valued and taken into account. The childminder has recently completed her NVQ at level 3 and feels this has been invaluable in increasing her knowledge and understanding of up-to-date childcare practices. She is very committed to training and attending a wide variety of workshops. In addition, she has visited other early years settings to support her personal development in caring for children with additional needs.

The extensive range of high-quality resources are used effectively to meet individual children's needs. The childminder constantly considers the children's interests and provides excellent resources to meet them. She is enthusiastic and children benefit from the extremely positive interaction. Activities are adapted to ensure that every child participates to their own level of ability. For example, during a bug hunt a baby sits on a mat exploring some compost while the other children are looking for bugs.

Highly effective partnerships with parents and carers are developed to ensure that they have opportunities to be involved in their child's learning. For example, parents are keen to support their children, bringing objects from home linking in with planned themes such as jungle animals. Excellent communication ensures that parents are fully informed about their child's welfare and learning needs. Parents state that their children are thriving because they are involved in lots of excellent activities and play opportunities. The childminder has good systems in place to share information with other early years settings to ensure a consistent approach to children's learning and development.

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

Children are motivated in their learning. They actively participate in the adult-led activities and confidently initiate their own play opportunities. Children excitedly put on animal outfits, collecting their cameras and torches before going out in the jungle themed garden to find various animals. The childminder supports their learning by talking about the various animals and children clearly enjoy taking photographs and looking at the screen to see the results. Children are developing good relationships with their peers and benefit from the positive interaction from the childminder. She knows when to step in to enhance their learning and when to stand back to encourage them to develop their own ideas. The childminder completes observations and uses photographs to support her assessments of the children's progress. She has attended training to help support her in using these effectively to plan the next steps in children's development. However, on occasions, the information gathered is not used effectively to maximise children's progress.

Children listen to the story about some animals in the jungle and confidently join in. They choose from the range of animals taken from the story sack predicting which is going to be next in the story. Children confidently talk about numbers significant to themselves as they play a puzzle game. A child points to number two saying 'Look that's the same, number two'. Later they enjoy choosing various songs they would like to sing and confidently participate in the actions. The childminder extends their learning by using effective questioning. While singing 'Dingle Dangle Scarecrow' one of the children excitedly puts on a large floppy hat passing one to the other child to enable them to join in. Children have good opportunity to socialise with other children of similar ages at the childminder groups and local toddler groups.

Children follow good hygiene procedures. Their independence is supported because the childminder provides a range of resources to support them in their personal care. They are encouraged to participate in outdoor activities to increase their fitness levels. They enjoy healthy and nutritious snacks and meals. Drinks are available to ensure they are kept hydrated throughout the day. Children have excellent opportunities to learn about safety issues through projects such as people who help us. Children explore different roles and use resources to support their understanding of road safety. They practise the evacuation procedure to ensure they are familiar with how to exit the home quickly and safely. Children's behaviour is good given their age and stage of development. They show consideration to each other. For example, a child passes a hat to another child while they are exploring the well-resourced dressing up clothes, shoes and hats. Children demonstrate good manners and are confident to talk to visiting adults about how much they enjoy their time with the childminder.

## 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	1
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	1

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