

## Inspection report for early years provision

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| <b>Unique reference number</b> | 113112       |
| <b>Inspection date</b>         | 19/07/2010   |
| <b>Inspector</b>               | Alison Large |
| <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 was registered in 1990. She lives with her husband in the Hedge End area of Southampton. All areas of the ground floor are used for childminding and there is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder is registered to care for a maximum of six children at any one time. She is currently minding two children in the early years age group on a part time basis all day and five older children before and after school. The childminder is able to walk to the local schools to take and collect children. The family have no pets. The childminder attends various groups on a regular basis 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 enjoy their time in the setting because of the childminder's enthusiasm and commitment to them. She has an excellent understanding of children's individual needs and interests and they are happy and settled with her. All children are valued and included to ensure none are disadvantaged. The childminder works closely with parents to make sure the children get all the support they need. This leads to effective continuity of care and learning and enables them to make good progress. The childminder has started to evaluate her provision to ensure she is aware of her strengths and any areas to develop, helping her make continuous improvement.

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

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

- develop a system for seeking information from parents about the children's development, as a starting point for their learning journey

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

The children are secure and happy in the childminder's care. The childminder ensures children are fully safeguarded and are always well supervised. She has a good knowledge of the signs and symptoms of abuse and is aware of her role and responsibilities. Risk assessments are in place for inside and outside of the home to reduce any potential hazards and every consideration is given to ensure children are safe at all times. Children learn to keep themselves safe as the childminder talks to them about road safety and what to do if they needed to evacuate the house in an emergency. The childminder's written policies and procedures are used

effectively to promote the welfare and safety of the children. All required records and documentation are in place, which are well organised and include accident and attendance records and the required written parental consents.

The childminder organises her day so children are provided with stimulating learning experiences both in the home and in the wider community. Good use is made of space and children freely move around all areas of the home used for childminding. Children are able to access a good range of clean, well maintained play resources, which are changed throughout the day to keep their interests. The childminder has a good partnership with parents, she has devised progress folders for each child in the early years age group, which are shared with parents. Parents receive regular information about their child's day through verbal feedback and a daily diary which is kept for the younger children. The childminder has started making observations and assessments to plan activities to promote children's skills and development. The childminder has highlighted this as something she wants to develop further, as she does not yet have a system in place to establish children's starting points when they first join the setting. The childminder has established links with the children's pre-school and schools they attend, in order to continue to enhance their learning in her provision. The childminder is committed to providing a fully inclusive childminding provision for all children. She has a positive attitude to caring for children with additional needs and would work closely with parents and other professionals involved with a child to help them reach their full potential. The childminder is keen to keep improving her childminding practice through self-evaluation and ongoing training and, as a result, children feel valued, are well motivated and have good levels of self-esteem.

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

The childminder has a warm and caring relationship with the children she cares for. Children are happy and settled and enjoy the time they spend in the childminder's care. They enjoy talking to her in a relaxed manner and feel safe and secure in her company. The childminder treats children with respect and uses lots of praise and encouragement to promote their self-esteem. She provides children with a positive role model as she talks to them in a calm and patient manner. The childminder is developing a good knowledge of the Early Years Foundation Stage and the activities and experiences planned for children are varied and meet their individual developmental needs. Children's learning is extended well by the childminder, who skilfully questions and talks to the children, encouraging them to make decisions and solve problems. Children learn to count during everyday activities, they gain an understanding of colour and texture as they talk about the pink paint which feels 'gloopy'. Systems are in place to observe and monitor children's achievements and plan experiences that help children towards the next step in their learning. All children make steady progress in all areas of learning, they take part in some planned activities and also have many opportunities to initiate their own play. Parents are kept informed about their children's learning and development through daily discussion and via their child's progress records. Children's progress records also include photographs of the children engaged in activities, which provides an excellent record for parents.

The childminder enjoys supporting children's learning and takes an interest in what they say and do. Children enjoy having books read to them, and their creativity is developed through a range of activities, such as sticking and painting. Children learn about keeping healthy, they know when and how to wash their hands and do so with minimal guidance needed from the childminder. They walk to and from school and engage in a wide range of physical activities. They are able to play in the garden, go for walks and visit local parks and play areas. Children learn about healthy eating as they are offered a variety of healthy and nutritious meals and snacks. Children's safety is promoted effectively and systems are in place to ensure the home remains secure at all times. Children begin to understand the need to keep safe as they talk about road safety when out walking. Children's behaviour is good, they are kind to each other and learn to share and take turns. Children's social skills are developing well and are promoted by the childminder, who regularly praises the children for their achievements, they help tidy up and are confident in their daily routines.

## 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> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### 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>                          | 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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|--|---|
| 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

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| <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**

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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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