

## Inspection report for early years provision

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<b>Unique reference number</b>	113132
<b>Inspection date</b>	19/07/2010
<b>Inspector</b>	Anne Mitchell
<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 has been registered since 1998. She lives with her husband and three children in Chandlers Ford. The house is close to local parks, shops, Hiltingbury School and surrounding pre-schools. All areas of the property are used for childminding. There is a fully enclosed rear garden available for outside play. The family have a cat. The childminder attends the local carer and toddler group on a regular basis.

The childminder is registered on the Early Years Register, as well as the voluntary and compulsory parts of the Childcare Register. A total of five children may attend at any one time. There are currently seven children on roll, four of whom are in the early years age group. The childminder also cares for children over eight years of age.

The childminder is a member of the National Childminding Association. She holds a Nursery Nurse Examination Board qualification and a National Vocational Qualification at level 4 in Early Years Care and Education.

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

Overall the quality of the provision is outstanding.

Children flourish and make excellent progress in their learning and development in this welcoming and vibrant setting. The childminder plans successfully for each child's unique and individual character. Children develop high levels of confidence and are motivated to learn. They maintain warm and close relationships with the childminder and with their peers. Robust systems have been developed to monitor and assess the provision to ensure children are happy and continue to make significant progress in each area of their learning.

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

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

- enhancing further partnerships with parents and others to ensure consistent and effective reciprocal communication.

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

Children's safety is paramount and there are rigorous systems in place to ensure children are protected from harm and neglect. The childminder has completed Advanced Child Protection training and is very clear about the signs and symptoms of possible abuse. Written safeguarding policies are shared with parents from the outset. Comprehensive risk assessments and safety checklists ensure outings and

all areas of the house and garden are safe and secure.

Systems to monitor and assess the provision are excellent. The childminder is fully committed to ongoing improvement, having continued her professional and personal development through training and updating her qualifications. Activities and outings are evaluated and adapted to ensure continued improvement, and that they meet the needs of all children. Parents and children are involved in the evaluation process through questionnaires and regular discussion. The childminder uses a broad range of systems to research areas of good practice through professional websites and publications. Therefore, the capacity to improve is strong.

The childminder has a broad range of age-appropriate activities to support children's learning and development. She makes excellent use of the local environment and provides an effective balance of adult-planned and child-initiated activities, both inside and out. Toys and equipment are very well maintained and the childminder is continually researching to find resources to support her provision. Dual language books and multicultural resources effectively support children's communication and their developing understanding and respect of the wider society. Resources are easily accessible, enabling children to make clear choices in their play.

The childminder has strong and developing partnerships with other early years provision that the children attend. This provides a consistent and complementary approach to their learning and development. Parents are provided with an informative and comprehensive prospectus about the provision and children's learning journeys are shared each half term. Parents are invited to comment and contribute to their children's records. A daily diary is provided for younger children to share information with parents about sleep patterns, routines and food intake.

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

Children are very happy and settled. High levels of continuous verbal interaction and emotional support ensure they thrive in the childminder's care. Children demonstrate a clear sense of belonging, selecting toys and resources from low level storage. One child gives the childminder a book and settles on her lap so she can read the story. Another toddler sits at the table making marks with the 'aqua pen', then moves towards the childminder to join them for the story. The use of signing alongside verbal interaction reinforces children's language and communication effectively. Consequently, children for whom English is an additional language are extremely well supported. Outside children take turns to make marks on the chalkboard with paint brushes, water and chalks. The childminder is innovative in her approach to planning activities that promote children's learning and development. Children of all ages enjoy 'Geocaching', a high-tech treasure hunting game played with GPS devices. They follow planned map co-ordinates in the local area to search for treasure.

The quality of planning for individuals, observation and assessment is excellent.

The childminder is very well organised and each child has their own illustrated learning journey that provides a clear and comprehensive picture of their progress and next steps for development. These are used to inform future planning. Baseline assessments are completed in conjunction with information received from parents about children's starting points. Plans ensure children's individual needs are met and their learning styles are recognised and well catered for.

Children's health and safety is very effectively promoted. All areas of the home and garden are safe and secure, enabling children to play free from harm. Children learn about crossing the road, listening and looking for traffic. They are made aware of sun safety and hats are provided in hot weather. Posters displayed in the hallway provide pictorial reminders about expectations for their behaviour. Older children are happy to support their younger peers as part of the childminder's 'buddy' system. Children enjoy healthy snacks, such as home-made banana cake and raisins. Activities, such as growing salad plants and potatoes, bring children's understanding of healthy eating to life, as they enjoy harvesting and eating their produce. Children follow effective hand hygiene routines using their own colour-coded towel to dry their hands to limit the spread of infection. Daily opportunities to enjoy fresh air and exercise promote children's physical health through opportunities to climb, balance and run in local parks and woodland.

Children's behaviour is exemplary. The childminder is an excellent role model. She uses positive strategies, such as clear explanation and distraction, to help children to share and take turns. Children in the setting are highly valued and the childminder demonstrates this through cuddles and reassurance. She thanks children for achieving and praises their accomplishments. For example, as a child makes marks on the chalkboard, she claps her hands, signs 'good' and praises his efforts. A positive behaviour management policy is shared with parents to ensure a consistent approach.

## 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

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### 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

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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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