

## Inspection report for early years provision

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<b>Unique reference number</b>	EY341053
<b>Inspection date</b>	21/04/2010
<b>Inspector</b>	Lisa Jane Cupples
<b>Type of setting</b>	Childminder

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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)

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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 2006. She lives with her husband and four adult children. In addition to this, the partner of one of the childminder's children lives at the address and also her two grandchildren. They all live in a house in Portchester, a residential area in Hampshire. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has a dog, a cat, pet fish and two guinea pigs.

The childminder is registered to care for a maximum of six children at any one time and is currently caring for four children in the early years age group and four older children on a part-time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children and she attends local parent and toddler groups on a regular basis.

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

Overall the quality of the provision is satisfactory.

All children are happy and settled during their time with the childminder. She takes the time to get to know the children and their families, providing a safe and secure environment for the children. The childminder has an understanding of the Early Years Foundation Stage and all children are making sound progress towards the early learning goals. The childminder reviews and updates the written policies annually to ensure they accurately reflect her practice. However, systems have not been set up to evaluate the overall effectiveness of the setting to drive improvement for the benefit of the children who attend.

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

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

- further develop knowledge and understanding of the Early Years Foundation Stage to ensure children participate in activities to promote development across all six areas of learning regularly
- develop procedures to share regular information with other providers of the Early Years Foundation Stage to promote consistency of care, play and learning for all children in the early years age range
- implement a system to monitor and evaluate the overall effectiveness of the provision to drive improvement for the benefit of the children.

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

Children are safeguarded effectively because the childminder has a good understanding of child protection procedures and knows how to implement them

to protect the children in her care. She ensures the written policies and procedures are shared with parents so they are fully aware of her safeguarding role, and her responsibilities. All adults living in the household have been vetted and are suitable. Children benefit from a safe and secure play and learning environment because the childminder is vigilant and carries out full written risk assessments.

All children have access to a range of equipment and activities that are suitable for their age and stage of development. They are able to self-select resources, increasing their independence and decision making skills. Children are beginning to learn about other cultures and the wider world through activities covering cultural festivals, such as, arts and crafts, books and puzzles. The childminder works closely with parents to ensure all children's individual needs are being met and meets with other agencies when necessary to support their learning and development.

The childminder has addressed all the recommendations from the previous inspection. For example, the childminder now obtains written parental consent to seek emergency medical treatment or advice to prevent delays if children in her care have an accident or become ill. The childminder has attended some training since the last inspection. For example, she has completed a food hygiene course. However, she has a limited understanding of the Early Years Foundation Stage. As a result, systems are not in place to ensure children receive opportunities to reach their full potential across all six areas of learning regularly. The childminder reviews and monitors the written policies and procedures. However, procedures have not been put in place to evaluate and monitor the overall effectiveness of the provision to ensure areas for development are identified and acted on.

Parents are able to talk to the childminder at any time about their children's achievements and progress. The childminder shares information with the parents about what she is currently working on with the children to enable the parents to extend their children's learning at home. The childminder does not have effective systems in place to share information with other providers of the Early Years Foundation Stage to ensure the children's care, play and learning is approached consistently when they attend more than one setting. Information is shared informally through discussions with the parents. However, links have not been developed with the other providers.

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

All children participate in a range of activities and are making progress towards the early learning goals. Children benefit from the childminder's interaction as she sits on the floor and joins in their activities. She introduces new vocabulary at every opportunity, promoting the children's spoken language and communication skills. Children handle books correctly and listen carefully as the childminder reads to them. Children pretend to read to each other, telling stories as they look at the pictures. Children reap the benefits of the fresh air daily. Children ride wheeled toys with control and coordination in the garden. Older children are able to pedal and others push themselves along the path, laughing and giggling as they come

down the slight slope. They have opportunities to climb and use the different sized slides in the garden. Children also enjoy using the facilities at the local park and toddler groups to practise their physical skills. Children count and are beginning to recognise colours and shapes during their play.

Children are beginning to learn how to keep themselves safe through routines and the house safety rules. For example, all children know they must not run inside the house or climb on furniture in case they fall and hurt themselves. Children practise regular fire drills with the childminder to ensure they know what to do in the event of an emergency. The childminder gently reminds the children of the rules when using the climbing frames, slides and wheeled toys in the garden, explaining how things can be dangerous, so they begin to understand why the rules are important. Children behave well because the childminder implements clear rules and boundaries consistently. Consequently, children know what is expected of them and they are beginning to learn the difference between right and wrong. Children are polite and are encouraged to use their manners at appropriate times, developing their social skills. They are beginning to show consideration for others, often sharing and taking turns without any encouragement. The childminder recognises and praises the children's efforts and achievements, developing their confidence and self-esteem. Children are beginning to learn about the importance of healthy eating and the childminder talks with them about the types of food that are good for them. Parents provide the children's food and the childminder has developed a healthy eating policy to ensure nutritional options are provided.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<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	2
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

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

<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	3
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**

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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