

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY294427               |
| <b>Inspection date</b>         | 02/06/2010             |
| <b>Inspector</b>               | Carol Patricia Willett |
| <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.

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 2004. She lives with her partner and adult daughter in a house in a residential road in Yateley, Hampshire. The house is situated within easy driving and walking distance of the local shops, parks, schools and pre-schools. The family have a two cats and two cockatiels.

Children play on the ground floor and have use of the conservatory which is a dedicated playroom. They go upstairs to sleep and use the toilet. There is a fully enclosed garden available for outside play. They regularly visit toddler groups and local parks.

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

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

Overall the quality of the provision is good.

Children are happy and secure as they play in a welcoming family environment and develop secure, confident relationship with the childminder and other family members. The childminder has a good understanding of the children's individual needs and she promotes an inclusive environment where all children are equally valued and included. She is committed to improving her practice and has completed the recommendations from her last inspection and she is beginning to evaluate the service she provides, ensuring continuous improvement. She develops good partnerships with parents and other childminders to enable her to meet the children's needs more effectively and improve her own knowledge and skills.

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

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

- improve safety checking procedures to ensure all equipment, such as the changing mat, is safe and suitable for use
- further develop confidence and abilities to observe, assess and plan for the next steps in children's learning
- further improve self-evaluation systems in order to effectively and systematically identify strengths and areas of development and include children and parents in the process.

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

Children are safeguarded as the childminder has increased her knowledge, through further training, of the signs and symptoms of child abuse and the action she would take to report any concerns. She has written policies and procedures that are in place to support her practice which are shared with parents to ensure they understand her role in safeguarding children. The childminder is safety conscious and she completes a regular risk assessment for the premises, garden and outings, taking action as appropriate. For example, she has put a fence round the front garden to ensure children stay safe as she takes them to the car. The childminder does not always remove worn equipment in a timely manner, as the changing mat is torn and has exposed foam. The childminder encourages the children to develop an awareness of personal safety through sensitive guidance and daily routines. Good use is made of the available space so the children have opportunities for messy play and meals at the dining table. The conservatory is a dedicated playroom which provides the children with comfortable space for floor play and they can have cuddles on the sofa. The childminder ensures the garden is totally secure providing a safe space for outdoor play and learning. The childminder has a suitable range of toys and equipment for the children. Young children have easy access to their toys and books enabling them to make independent choices.

The childminder has a good knowledge of the children's individual personalities and learning needs and she provides an inclusive environment. Children all have opportunities to participate in activities at a level suitable to their abilities. They have access to positive images of diversity through toys and books and they learn about their own and others cultural events. Children have plenty of opportunities to meet a wide range of other adults and children, and develop their social skills and acceptance of others, as the childminder ensures they have regular outings in the local community.

The childminder develops positive partnerships with parents through daily conversation and information sharing including her policies and procedures and documentation. This increases the parents' understanding of the service provided and the childminder's responsibilities. The childminder develops good working partnerships with other childminders and the early years development worker. This helps to continuously develop positive practice and her knowledge. The childminder realises the benefit of self-evaluation in order to identify her strengths and areas for development in her work. However, the process is not sufficiently developed to identify actions needed or to evaluate the impact of any changes made.

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

Children feel safe to explore the environment and use the accessible resources as the childminder warmly welcomes them. The childminder has a warm caring manner and devotes her time and attention to their needs. Children are confident

and secure as they play and learn in a warm, nurturing environment. Young children enjoy the interesting toys available for their play as they explore the generally safe environment. The childminder talks and smiles at the children and they respond positively to the praise she freely gives. They clap each others achievements, for example, as they manage to post shapes or put in jigsaw pieces correctly. The childminder uses clear language and facial expressions as she interacts with the children to develop their emerging language, she waits and listens for their response, encouraging communication and language development. Children confidently seek the comfort of the childminder's lap to feed the baby doll or look at books. They enjoy making the railway track and pushing buttons on activity toys to develop their physical skills. The childminder provides many suitable activities and weekly outings to toddler groups and visits to local and other parks, such as California Country Park. This encourages development of all aspects of children's learning. The childminder completes a learning journal for each child and the photographs and written observations provide a record of the children's activity and ongoing development. The emerging narrative demonstrates how the childminder is developing her knowledge of this aspect of childminding. However, the childminder is not fully confident in this area. She does not clearly identify the next steps in children's learning in each area of learning in order to plan for progress.

Children make good progress in all areas of learning, as they are encouraged by the activities and experiences the childminder provides. They are able to make choice and play independently. Children learn to behave well as good manners are encouraged and praised by the childminder. They learn to take turns and share as the childminder sensitively encourages them. The children's self-confidence is encouraged constantly by the childminder's praise and reassurance. Children show a developing awareness of the importance of looking after the toys and resources and help to put them away when they have finished playing. They learn to care for animals as they gently stroke the cat.

The childminder develops regular routines which help to ensure the children have sufficient activity, rest and nourishment to meet their needs. They learn good personal hygiene routines as they have their hands washed before they eat. Children enjoy food provided by their own families providing continuity in their diets. The good communication with parents ensures the children's dietary needs or any allergies are well known. The childminder encourages healthy eating routines and meals at regular times. The children freely access their drinking cups throughout the day to prevent dehydration. Children have fresh air and exercise daily as they go for walks, go to the park or play in the garden. They engage in a variety of physical activities relevant to their age and abilities.

## 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 | 3 |
| 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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