

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY410399
<b>Inspection date</b>	09/12/2010
<b>Inspector</b>	Lynne Lewington

<b>Type of setting</b>	Childminder
------------------------	-------------

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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)

© Crown copyright 2010

## 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 registered in 2010 and she lives with her husband and two children in Whitchurch in Hampshire. Minded children use the whole of the ground floor of the home and bathroom facilities are provided in this area. Children sleep on the first floor of the home when necessary and there is access to a fully enclosed garden for outdoor play. The family has a cat and keep chickens. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is permitted to care for up to four children under eight years at any one time, of whom one child may be within the years age group. The childminder is also registered to provide overnight care for one child. There are currently five children on roll and two are in the early years age range..

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

Overall the quality of the provision is outstanding.

Children experience excellent care promoting positive outcomes in all aspects of their development. This dynamic enthusiastic childminder has created a safe fun filled environment where the children feel secure and make excellent developmental progress. She has clear ideas for further development indicating that her service will continue to develop to meet individual children and their families' needs.

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

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

- further develop the garden learning and play environment

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

The childminder demonstrates verbally and through her clear policies a sound awareness of the signs and symptoms of abuse and the action she would take if she was concerned about a child in her care. Information is also clearly displayed for parents to see in the entrance hall. Comprehensive risk assessments are in place covering all aspects of the childminders service and sensible safety measures are clearly visible. For example, the stair gate is in position, the front door is secure and chemicals are locked away out of children's sight.

The clean well maintained environment is used effectively to provide the children with a spacious play environment where they can move freely between the ground

floor rooms playing on the floor or at the table. They have easy access to good quality toys and books in the warm comfortable playroom where they can also snuggle up on the sofa. The recently renovated garden provides a level area for outdoor play and exploration. This area whilst currently suitable for use is still an area for development to enable the children to benefit fully from it.

Every child is recognised for their individuality and uniqueness. The childminder does this by ensuring she has detailed information from parents about the child enabling her to understand their likes, dislikes, routines and development. She adapts to meet individual children's needs, For example, the childminder arranged for a child who needed to build social skills and make friends to have opportunities to meet and play with other children who they would go to nursery and school with. Books and resources reflect a diverse society and the children have many opportunities to meet and learn to accept people's differences as they go on many outings meeting many different people in their local community.

Excellent partnerships with parents develop through the warm welcome the childminder provides and her willingness to share detailed information about the children's time in her care. Parent's comments in recent questionnaires indicate their high level of satisfaction with her service. Settling in procedures are adaptable to meet the child's needs ensuring they have time to settle and are confident in the environment. Parents' knowledge of their own child is valued and used in the development records to help inform and build a clear record of the child's progress. Clear information displayed in the hall reassures parents of the childminders registration and a colourful photograph display shows the wonderful variety of activities the children undertake. The childminder recognises the importance of building positive relationships with others involved in children's care in order to work together for the child's benefit. This has included talking to teachers and settling a child who moved from another childminder.

In the short time the childminder has been childminding, she has thrown her self enthusiastically into her role. Her passion and enjoyment in her role is evident in her interactions with the children who clearly feel confident and happy in her care. The childminder has self evaluated her service, identifying the many opportunities the children have and why she provides them. Her desire to continue to develop her service is reflected in her commitment to complete her current Diploma course in Home based childcare and a safeguarding course.

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

Children thrive in this safe setting where the environment is designed to encourage their interests. They move confidently between the rooms on the ground floor undertaking a variety of activities. For example; they develop their knowledge and understanding of the world well. In the kitchen they spot birds at the bird feeder and identify them on the chart on the patio door. When the childminder reminds them they need to do this quietly so as not to scare the birds they whisper, copying her actions. A cooking activity provides children with an opportunity to

develop in each area of learning. They talk about what they are doing as they stir and break eggs in to the cake mixture, look for numbers on the scales and count the cake cases, develop fine co-ordination as they stir and develop knowledge and understanding of the world as they see how their mixture changes when it is cooked.

Children are fully involved in activities. For example, they went with the childminder to choose and buy a small Christmas tree. On their return they made decorations and put them on their Christmas tree with great care. Although the children are very young they demonstrate pride in their achievements as they stand back to admire and encourage adults to look.

Meaningful observations of the children at play identify their levels of development and help the childminder to identify areas for development. This leads to simple adaptable plans which are also informed by parents' knowledge of their child's interest. Through this system the children have excellent opportunities to develop their skills.

Children demonstrate an awareness of excellent hygiene routines as they use their own colour flannel and towel which they use to prevent cross infection. Meals are cooked from fresh ingredients ensuring the children have a good varied and nutritious diet. Drinks of water are always available. Snack time enables children to taste a variety of fruits, for example strawberries, blueberries and apple. Simple picture cards with words of the various fruits are shown to the children and they identify the fruits they have eaten, these are then displayed for mums to see. Children experience lots of opportunity for physical development through their daily routine, visits to parks and soft play areas and garden play. Children develop their awareness of safe behaviours as they are encouraged to think about safety on outings and in the home. They learn to pack away their toys to prevent tripping, from a safe distance they experience the heat from the oven when they look to see if their cakes are cooked, and they learn about road safety. Simple house rules also encourage the children's awareness of safe behaviours and positive behaviour towards others. They learn to share, take turns and be kind to each other through the childminders good example, gentle reminders and games.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
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	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	1
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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

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