

## Inspection report for early years provision

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<b>Unique reference number</b>	112698
<b>Inspection date</b>	07/01/2011
<b>Inspector</b>	Kerry Iden

<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1992. She lives with her partner in their family home in Greatham, close to Petersfield, Hampshire. The whole of the ground floor of the childminder's house is used for childminding with bathroom facilities on the first floor.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register; to care for a maximum of six children at any one time, of whom no more than three maybe in the early years age group. The childminder is currently minding six children in total, only one child is in the early years age group who is at full time school and therefore attends on a part time basis. There were no children in the early years age group present during the inspection.

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

Overall the quality of the provision is satisfactory.

The childminder understands the needs of the children attending. She is working with school aged children where communication is mainly used between the children, childminder and parents around children's care needs. Documentation is in place to support the childminder and although not fully evaluating yet, the childminder has some awareness of areas for development, demonstrating that she does have the ability to make some improvement within the setting.

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

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

- develop further the observations completed on children to assess next steps in their development and to share these with parents
- develop a two-way flow of information with other early years providers to ensure a collaborative approach to children's welfare and learning and development is fully achieved
- maintain a record of evacuation drills, which include details of any problems encountered and how they were resolved

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

The children within the setting are protected from harm as the childminder has good knowledge and experience of following the correct procedures with concerns she may have about their well being. The childminder keeps her knowledge up to date by attending child protection training. The children's safety is monitored by

the childminder as they play. This is reinforced by the risk assessments she carries out on all areas of the setting. The childminder works closely with parents and others to safeguard children, for example, with clear arrangements in place with the school staff to ensure a safe hand over of children and strict procedures around the safe collection of children from her care.

The childminder has not yet completed the Ofsted self-evaluation form or completed alternatives of her own. However, she is starting to evaluate her practice in her childminding using her knowledge of her practice in her own pre-school and is focusing on developing more detail within the children's learning journals. The childminder is also evaluating her own policies and procedures of the setting to ensure these are up to date and reflective of her practice. The childminder has addressed most items raised as part of the last inspection although not yet fully recording details of evacuation drills made with children. With an understanding of what changes will have an impact on the children, the childminder demonstrates that she has the capacity to drive some improvement within her setting.

Children make their choices about their play from resources that are stacked in storage containers. Different parts of the home are used for different activities with space being made available for the children's preferences whilst still allowing for socialising together. For example, the childminder stated that the computer is currently a favorite with the older children; this is placed along side the table where other children enjoy completing craft or drawing activities. The childminder explained how she offers differentiation in the activities for example, through a recent story book making activity where she supported younger children in their early writing skills. The children are encouraged to be respectful of the resources, the setting and to value each other. The childminder spoke of a recent event that caused them to look together as a group to value each other and not to blame one another.

The childminder reports on having positive relationships with parents. The childminder asks them to complete detailed registration details about their child to help the childminder understand the individual needs of each child. Discussion is used to further this knowledge on a daily basis. Parents are yet to be encouraged to evaluate the setting and those with children in the early years age group are not yet invited to contribute towards their child's learning and development. Similarly, although systems are in place to ensure a safe hand over of children at the school and important messages are passed on, the childminder has not yet established a system to exchange information about observations made and children's progress towards the early learning goals.

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

The childminder only cares for school aged children and understands the need for the balance between some relaxation and activities after school. The childminder is aware of the children's preferred activities, she allows for child initiated play and

states how she becomes involved in their chosen activities to show interest and offer challenge. Children have recently been involved in creating their own story books where they have printed off pictures using the computer and adding their own text. Drawing and craft activities are regularly organised at the table with access to resources that promote children's development in other areas such as role play. Other times the childminder watches some television with the children or shares some time on the sofa as they look at the children's reading books from school. The childminder has recently started to record developmental details of children in the early years age group, however these are not yet systematic, do not reflect the early learning goals or identify any next steps in the children's development.

To help the children feel settle within the provision the childminder stated that she tries to find out details from the parents, for example, what the children like to play with, details about their place in the family and pet names for objects or special people. The childminder said that through discussion with the children she shows interest in what the children have done at the weekend or through their day at school. Children are encouraged to keep themselves safe when they walk back from school with places to stop and strict rules about not going around corners or out of vision. There are procedures within the setting that help children learn the importance of reducing the risk of cross infection to others. Children return their cups to the sink when they have finished with them and use paper towels in the bathroom. The children are offered snacks when they return after school including some fresh fruit and drinks are available throughout the afternoon.

To help the children organise themselves with popular resources such as the computer, the childminder said that she encourages them to set time limits so everyone gets a turn. Through some tidying up before they go home and removing their cups to the kitchen when they have finished their drinks, the childminder is encouraging the children to take some responsibilities within the setting. Through discussion around behaviour, particularly around respecting each other and the childminder's setting, children are learning to value each other enabling all children to make some positive contribution to the setting.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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

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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	3
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

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