

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY355232
<b>Inspection date</b>	09/02/2011
<b>Inspector</b>	Doreen Forsyth
<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 2011

## 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 was registered in 2007. She lives with her husband and two young daughters in a semi-detached home in Andover, Hampshire. All of the home may be used for childminding. There is an enclosed rear garden available for outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to provide care for up to four children under the age of eight; of these, two may be in the early years age range. Currently there are eight children on roll, of these three are in the early years age group.

The family have a pet rabbit and some fish. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Overall, this very experienced and well-qualified childminder meets the need of the children in the Early Years Foundation Stage very well. She welcomes and values all children and understands that they all are unique and have their own individual needs. She works in close partnership with parents to ensure that the children's welfare needs are met. The childminder provides a range of well-planned activities that help the children progress in their learning and development. The childminder is effectively assessing the quality of the provision she offers and has targets in place for future improvement.

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

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

- make links with the schools that all children in the Early Years Foundation Stage attend to ensure continuity of care and enable you to share relevant information
- use the well kept observation records to plan further experiences that will help children move forward to the next steps towards the early learning goals

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

The childminder is very well organised and has all the policies, procedures and records in place that are necessary to promote the children's welfare and safety and to meet the requirements of the Early Years Foundation Stage. Parents are shown these and sign to acknowledge they have read them. The policies and procedures include comprehensive safeguarding children procedures. The

childminder is very aware of the steps she must take if she has any child protection concerns. The children's safety is her highest priority. Both the childminder and her husband have been appropriately checked, the childminder does not allow any unvetted adults unsupervised access to the children.

Children play in an extremely welcoming and child-centred environment. The childminder has organised her home to ensure the children's safety and make it a stimulating and interesting environment for children. She has carried out extensive risk assessments in both the home and garden and for the regular outings they undertake. She has identified and minimised any potential hazards. Most of the toys are stored in a small toy room; they are well organised in labelled boxes to allow the children to easily choose what they wish to play with. They usually take the toys into the lounge to play with them. From the lounge the children can access the attractive well-resourced garden. There is a play house, a patio for wheeled toys and an area for the children to grow their own plants, which helps them learn about the natural world.

The childminder welcomes and values all children whatever their backgrounds or ability. She has good relationship with parents and keeps them well informed of their children's activities and progress through daily discussions or diaries. She shares information about the children's progress with the pre-school they attend so that their care and education are promoted, but she has not yet made the same links with the reception teacher for a child in the early years. Since the last inspection the childminder has developed way of assessing her practice. She uses questionnaires to seek parents and older children's views; she meets with other childminders and discusses practice issues. The childminder is currently attending level three national qualifications training; and she attends frequent training events to help her develop how to promotes good outcomes for children. In her self-evaluation she has identified clear aims for the future.

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

The children appear very happy, relaxed and comfortable in the childminder's care. They relate very well to her and her own family. They enjoy their play and concentrate well on their chosen activities. The childminder ensures the children take part in many different activities that help them learn in an enjoyable way. For example, they loved exploring soap flakes in a bowl of water with small toy animals. This extended their language skills as they used some new words to describe how the soap and water feels. The childminder takes the children out and about, for walks, to toddler groups, to visit other childminders, and to local shops. These are all activities that help the children begin to learn about their community and to interact with other adult and children. The childminder observes and records the children's progress very well, but does not always fully use these observations to help her plan effectively for the next steps in the children's progress towards the early learning goals.

Children's good health and well-being are encouraged. They play in a clean and

very well-maintained environment. They are learning good hygiene routines such as washing their hands before eating. The childminder ensures the children have good opportunities for fresh air and exercise; they walk to school and pre-school each day and regularly play in the garden. They occasionally use a soft play centre. Children learn about healthy eating; the childminder offers them nourishing and varied snacks and ensures that they can always access their own drinks. The children are learning about keeping themselves safe. When they walk to school they discuss road safety with the childminder and they know that they always cross the road at the lollipop lady. They practise the fire evacuation procedures with the childminder each month so that learn how to leave the home in an emergency.

The childminder has high expectations for the children's behaviour. She is helping them to learn to share, take turns and consider the needs of others. House rules are displayed in the kitchen for older children. The learn about diversity and the wider world through their activities and some of the resources they use in their play such as small world figures and books. Recently the children visited a Chinese restaurant to celebrate Chinese New Year. The childminder helps children to explore their surrounding and be inquisitive; in the garden they watched pumpkins grow but were disappointed when they found they were mouldy when they went to harvest them. Their language and communication skills are encouraged, they enjoy books and listen well to stories. They co-operate and play together very well, which are skills they will need in their future learning

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	2
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<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

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
--	-----