

## Inspection report for early years provision

---

<b>Unique reference number</b>	110719
<b>Inspection date</b>	03/02/2011
<b>Inspector</b>	Alison Kaplonek

<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 has been registered to care for children since 1998. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder lives with her husband and grown up daughter in a house in the Valley Park area of Chandlers Ford in Hampshire which is close to local schools and shops. All areas of the property are used for childminding. Toilet facilities are on both floors. There is a fully enclosed garden for outdoor play. The family has a dog and two cats and some turtles.

The childminder is registered to provide care for 6 children from birth to eight years. Three of these may be in the early years age group. There are currently 11 children on roll who attend part time. Two of these children are in the early years age group.

The childminder has a relevant childcare qualification and is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder provides a warm and welcoming environment and has a good understanding of every child's individual needs. She successfully promotes most aspects of children's welfare and learning and ensures that children feel safe and settled. Children take part in a good range of enjoyable learning experiences both inside the home and when visiting local parks or groups. They are welcomed into a secure environment where they are all equally valued and included. The childminder has worked hard to improve her practise since her last inspection and has already identified some further areas for development.

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

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

- ensure children learn about the spread of infection when washing and drying their hands.
- use the information gathered about individual children to clearly inform their next steps in learning and ensure all areas are given equal importance.

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

A good range of policies and procedures and effective maintenance and organisation of documentation, ensures that every child's needs are well met. All children are suitably safeguarded as the childminder ensures that adults in the home are appropriately vetted. She has a good knowledge and understanding of safeguarding children and a clear safeguarding procedure. She regularly carries out accurate risk assessments on the premises, equipment and for outings, keeping clear records of any action taken. She maintains well organised documentation, including those of children's attendance, accidents or any medication administered. The childminder carries out sound self-evaluation, updates her knowledge and makes improvements to her practise.

The childminder works well with parents; she shares her policies and procedures and keeps parents informed about their children's daily routines and achievements. She talks to parents about their children's interests, likes and dislikes and uses this information to help make her assessments of children's capabilities. She links with local schools and pre-schools when collecting the older children and passes on any information to the parents. The premises and resources are accessible and welcoming to all children regardless of their background or ability.

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

Children make good progress in all areas of learning and development. They take part in a broad range of activities, some of which are adult led, such as art and craft activities or trips to the park. At other times they have easy access to resources which are changed regularly, for example role play resources, books and puzzles. Younger children are supported as they enjoy finger painting; learning about colours or the different marks made by thick and thin paint brushes. They talk about numbers and count the spoons of cake mixture or learn about measuring as they play with the water and sand. Older children enjoy using the play house in the garden, making up their own games with their friends.

Children learn to socialise with other young children and adults when they visit local amenities, such as the park or splash pool. There is a successful balance between child-initiated and adult initiated activities, which helps children become active learners. The childminder makes good observations and assessments of children's progress, so that these can be used to plan for their future learning needs. These are appropriately linked to the learning and development requirements to ensure that children move successfully to the next steps in their learning. However, plans do not yet ensure that all areas of learning are equally covered by the activities provided.

Children play and learn in a safe and secure environment, where the use of regular risk assessments, clear house rules, and effective record keeping, ensures their

safety. They learn about crossing the roads carefully as they walk to school or pre-school. There is a clear fire escape procedure and children practise regular evacuation drills. Healthy and nutritious meals and snacks are provided according to the wishes of the parents. Children learn about some good hygiene routines such as washing their hands after using the toilet and before eating, although at present they do not learn about the spread of infection as they share a hand towel when drying their hands. All children are welcomed into the setting and talk about differences and valuing each other. The use of positive behaviour management strategies ensures that they are gaining in confidence and self esteem and learning to share and take turns.

## 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
--	-----