

## Inspection report for early years provision

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<b>Unique reference number</b>	EY268366
<b>Inspection date</b>	14/02/2011
<b>Inspector</b>	Coral Hales

<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 registered in 2004 and is a level three qualified practitioner. She lives with her husband and their three adult children and two younger children aged 11 and six years in Fareham, Hampshire. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside use. There are steps leading to the front door.

The provision is registered on the Early Year Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder is registered to care for a maximum of five children under eight years at any one time. She is currently minding four children in the early years age range. The childminder walks to local schools to take and collect children. She attends pop in groups with the children on a regular basis. The childminder offers support to children with special educational needs and/or disabilities. The family has a cat and a goldfish.

The childminder is a member of an approved childminding network, is an Early Years Education provider and is a member of the National Childminding Association. The family has a cat and a goldfish.

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

Overall the quality of the provision is outstanding.

Children are happy and settled and thoroughly enjoy their time with the childminder where close and caring relationships are well established. She has an extremely good knowledge of the Early Years Foundation Stage framework and as a result children make excellent progress in their learning and development. The childminder has very clear aims and objectives and has been successful in making and sustaining improvements. Highly effective partnerships with parents and good links with other providers ensure that children's individual needs are consistently well met.

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

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

- enhance methods of working in partnership with other settings to fully support children's development and progress.

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

The childminder gives high priority to safeguarding all children in her care. Their health, safety and well-being are significantly enhanced by the robust and consistent implementation of policies and procedures. She has attended child protection training to enhance her knowledge. Comprehensive risk assessments, in the home, garden and when on outings ensure children are kept safe. The childminder effectively takes positive steps to prevent accidents and effective safety measures are in place throughout. For example, stair gates, locks and fully effective fire safety measures.

Children learn to keep themselves safe as the childminder gives clear explanations. For example, when bringing a chair outside, the child is reminded to be very careful coming down the steps. They are well supervised yet enabled to experiment within a safe and secure environment.

The childminder has a professional approach to her role and makes extremely good use of training opportunities. She uses the knowledge gained and her vast range of interesting, stimulating and challenging resources to help children make as much progress as possible. Excellent systems are in place to monitor through regular quality checks and self-assessment, leading to clear and achievable targets for further improvement. The childminder communicates a very clear and ambitious vision for the future. Her links to the network enhance her provision.

Children gain significantly from the excellent partnerships that exist between their parents and the childminder. This ensures that knowledge and understanding of the best ways to nurture each child and meet their welfare and learning needs is effectively shared. A very good range of information is given including an extensive range of written policies and procedures which provide an excellent framework for the provision. The childminder considers the individual needs of each child and family who use her service as part of her evaluation which ensures her practice is wholly inclusive. She has established good links with most other providers to promote the integration of care and education for all children.

The childminder has very effectively organised the designated play room for the children to enable them to freely access the high quality toys and resources. These are plentiful, colourful, stimulating and offer challenge to the children who have easy access to enable free choice at all times. Resources that promote diversity, such as books, pictures, posters and role play equipment help them to learn about the local and wider world.

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

Children achieve exceptionally well in this homely, well organised environment where learning opportunities fully meet their needs, consequently, learning and

development is excellent. They are extremely well settled and demonstrate a strong sense of security and belonging and demonstrate extremely high levels of confidence and self-esteem. Children are capable and confident to take on responsibilities and play a part in the setting and wider community and show good interaction and communicating skills

Children work well independently, use their initiative and also take a full and active part when interacting with their peers, showing excellent negotiation and co-operation skills. Simple house rules effectively promote their developing understanding of acceptable behaviour and they begin to show an excellent awareness of responsibility within the setting. For example, as they play with playdough the childminder promotes their social skills, by gently reminding them to say please and thank you. Children are keen to make their feelings known and are sensitively guided to make decisions themselves to prevent arguments.

The childminder observes and records the children's progress and achievements and Learning Journals are extremely well maintained. A written summary of development is completed termly to share with the parents. Observations are linked to photographs and children's next steps are well targeted and clearly link to the development matters guidance.

Children are extremely confident and show high levels of independence, are interested, excited and motivated to learn. For example, they enjoy a story together, they talk about the Polar bears in the book and this leads to discussion about where they live and whether it is cold or hot. The childminder is on hand to support and adds new ideas to extend their learning further.

Children's understanding of the wider world is demonstrated effectively through planned opportunities to experience a wide range of festivals. For example, they learn about Chinese New Year and their craft work and signs are displayed around the room. Visits out into the local community help them to learn about those closer to them and enable them to build good relationships with others.

Children are developing a suitable awareness of healthy living and begin to understand about different foods, for example, those that are good for them and those that are not. For example, at snack they choose to have a banana, this is discussed as being a healthy item. They cut this up and sit with the childminder and listen as she gives them simple guidance. They manage the task very well and learn to take some responsibility for the own safety. Children have many opportunities to engage in a wide range of physical activities, both indoors and out and gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. For example, they have fun on scooters and as they ride around in the fresh air one remarks that the wind is trying to blow her off. Children take ownership of their toileting routines and general well-being. Children show that they feel safe and are confident to confide in adults at the setting, they are very settled and chatty and able to communicate their feelings well.

## 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	1
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	1
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

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### 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

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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