

## Inspection report for early years provision

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<b>Unique reference number</b>	111809
<b>Inspection date</b>	02/03/2011
<b>Inspector</b>	Amanda Shedden

<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).

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 since 1997. The house is in a residential area of Fareham Hampshire. The home is within walking distance of local shops and community parks. The minded children have access to all areas of the home; however, work practice is that the majority of childminding occurs on the ground floor level. There is also a secure garden area for outdoor play and a book area on the landing for older children to use. The premises are easily accessible. The family have cats as pets.

The childminder is registered to care for a maximum of six children under eight years. Of these, three children may be in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the early years age group one of whom attends full time. She also cares for older children before and after school. The childminder is experienced in caring for children with special educational needs and/or disabilities.

The childminder is a member of the National Childminding Association and she attends the local parent/toddler group.

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

Overall the quality of the provision is good.

Children's learning and welfare is promoted successfully. The children's individual needs are met due to the understanding and the positive interaction of the childminder. Children's learning is progressing well due to the skills and knowledge of the individual child of the childminder who ensures that children are learning through their play. Most requirements of the Early Years Foundation Stage are met well. This is a fully inclusive setting where all children feel valued and included. Children's welfare is promoted well with most safeguarding procedures in place. The childminder monitors and evaluates her provision and makes changes that benefit the children.

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

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

- extend written consent from parents for the seeking of emergency medical treatment to include first aid from the childminder (Safeguarding and promoting children's welfare)
- further develop assessments and planning to clearly show identified next steps for children's progress which can then be measured against their achievements.

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

Children are cared for in a safe and very caring environment. The children's safety and well-being are a priority. The childminder uses her risk assessments to ensure that all areas the children access are safe both inside and outside the home. She has undertaken additional training to ensure that she is fully aware of the procedure to follow if she had a concern about a child in her care. The childminder has a relevant first aid certificate and permission is in place for her to seek emergency medical help however, it does not reflect permission for her to administer first aid to a child. There is appropriate equipment in place to keep all hazards to a minimum and young children sleep downstairs to enable her to make frequent checks on them whilst they are sleeping. There is a full range of policies and procedures that she has created to support her practice which is shared with the parents ensuring that both parties are aware of each other's responsibilities.

This is a fully inclusive setting where children's differences are acknowledged, expectations of each child are different depending on their individual stage of development. Activities and resources are differentiated to reflect the needs of each child.

The environment is welcoming for the children. The resources are appropriate for the ages and stages of children attending. They are displayed to enable even the youngest of children to self-select. The childminder rotates the resources and ensures that the children's interests are reflected in the range out each day. For example, one child likes a particular character so the childminder ensured that when putting out the book selection that day there was one that reflected that interest which the child did crawl over and choose.

The childminder reflects on her practice, she acts upon areas for development as soon as possible after they have been identified, for instance creating a book area for the youngest of children away from the main room to increase their concentration skills by not being so distracted by the other resources on offer. Development plans are put in place for future developments such as improving the outdoor environment.

Partnership with parents, carers and other providers involved with the children's other early years providers is strong. The childminder communicates well with the other providers involved in the minded children's lives. They work together to support children and she has undertaken training at the other providers to ensure continuity of care.

The childminder has good relationships with the parents. Each day they discuss the children's experiences and progress. They are aware of the observations made on their child and state that they can see and are pleased with the progress they are making. Parents value the care their children receive and the work of the childminder stating that they have the upmost confidence in her and their children

love coming to her.

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

The children are happy, feel secure and have warm relationships with the very experienced childminder. They receive lots of cuddles and the childminder sits and plays with the children to encourage their learning through play. The childminder has a good understanding of child development and how it links to the early learning goals. Observations made on the children are recorded in their individual learning journeys, however, the tracking of their achievements is not fully in place to ensure that there is a link between their achievements and their next steps in learning.

The childminder knows the children very well and uses all possible moments to develop them further. When playing with sensory resources the childminder repeats and repeats the colours clearly encouraging the children to repeat the words and build on their recognition of colours. She responds to them positively allowing them to initiate simple games where they learn about cause and effect. They drop a lid on the floor, look down and wait for the childminder to pick it up which she does smiling and responding to them, there is much laughter as the game continues with more and more things being deliberately dropped on the floor, the young children find it hilarious as they make faces of surprise and delight to each other.

Their early language skills and knowledge about themselves are developing through the singing of rhyming songs often with actions where they are, for example, encouraged to point out parts of their bodies as they sing head, shoulders, knees and toes. They sit and look at the books; the childminder asks them to identify objects in the books that they know, for instance animals, and helps them in making the correct animal noises.

Children's independence is encouraged as they develop skills for the future; they crawl over to the resources selecting for themselves what they want to do. They examine closely the resources in the treasure baskets looking and feeling with their hands and mouths. The childminder sits and interacts with them talking to them about their chosen objects. On finding bells they shake them and the childminder sings along with them extending their play. They confidently move around the room when they see something else that interests them, again investigating what they can do with it. They are beginning to role play, babbling and starting to say words into the toy telephone.

Children are being introduced to a healthy lifestyle. They know the routine of having their nappy changed, clapping their hands to the song that is sung to them and having their hands wiped afterwards. Older children are independent in their self-care skills, they know when to wash their hands, drying them on paper towels minimising any cross infection. They help to prepare snack and put the skins of the fruit ready for composting. All children access fresh air each day either in the well

equipped garden or at the park where they play games to keep them active and learn to take risks as they climb trees.

Young children are learning to share and cooperate with each other. They share the time of the childminder and learn to wait for their turn when doing actions songs such as 'Row the boat'. Children are praised for their efforts as they, for instance, start to put things back into the basket. The childminder praises the children consistently building on their self-esteem. The childminder has different strategies in place according to the different ages she is caring for all of which focuses on the positives.

## 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

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### 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

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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