

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY344006
<b>Inspection date</b>	08/03/2011
<b>Inspector</b>	Cathy Hill

<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 2006. She lives with her two children, aged four and eight years, in Farnborough, Hampshire. The home is close to local schools and amenities and there is a park nearby. The ground floor of the house is mainly used for childminding, with toilet facilities available on this floor. There is provision for children to sleep on the first floor. There is a fully enclosed garden available for outside play. The family have a dog and a rabbit.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care care for a maximum of five children under eight years at any one time, of which no more than two may be in the early years age range. She is currently caring for three children in this age group at various times during the week. She also offers care to children aged over five years to 11 years. The childminder will walk or drive to local schools and nurseries to take and collect children. She takes children to parks, the library and a local toddler group. 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.

The childminder is cheerful and enthusiastic and provides a happy, welcoming family environment for children's care and learning. Children are very happy and have good opportunities to progress their learning. The childminder organises her time effectively to provide children with a variety of play and learning experiences both within and outside the home. Inclusive practice is positively promoted and the childminder maintains a range of documentation to support her practice, although some is lacking in detail. The childminder's capacity for continuous improvement is good and she has addressed recommendations made at her last inspection.

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

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

- Improve children's learning records by tracking their development and by showing their next steps in learning in all areas
- develop further self-evaluation records to show an ongoing review of practice in all areas
- improve detail in documentation by including Ofsted's contact address within the complaints procedure and children's full names on weekly attendance records.

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

Children are closely supervised as they play to ensure they keep safe. The childminder has risk assessed her premises and identified and minimised hazards. For example, safety catches are in place on kitchen cupboards and safety gates in place. The childminder maintains risk assessment records for her home and outings she takes children on. She has a child protection policy in place to support her practice in safeguarding children's welfare and she keeps a record of visitors to her home. Children relax within her care and turn to her readily for support and cuddles showing that secure trusting relationships have been established. They move freely between the dedicated playroom and the living room and actively explore the good variety of age appropriate resources accessible to them. The childminder displays posters depicting different cultures alongside educational posters, such as the alphabet, to provide a stimulating surround for children. Child size furniture allows children to be independent in choosing whether they sit for activities or stand to explore the different toys around the room. The childminder treats all children with equal concern and ensures children have equal opportunity to access activities.

The childminder works in partnership with parents and others involved in children's care and education sharing relevant information to ensure children's individual needs are well known and can be catered for. Parents receive written and verbal feedback about their child and are also given copies of the childminder's policies and procedures. Some information is displayed for parents on a notice board within the entrance hall. Parents are 'extremely happy' with the care provided and state that the childminder 'will always ensure the children's needs are met first'. They are 'confident that [their] children will have an exciting and fun day in a happy and safe environment'. The childminder has started to complete a self-evaluation form in which she has reflected on her practice in some areas. She has developed her paperwork since her last inspection and removed the pond from the garden but recognises that the garden area and her documentation still need improving. Some detail is missing from some records, for example Ofsted's contact address is not included within the complaints policy and children's full names are not shown on weekly attendance sheets. The childminder would also like to access further training to develop her own knowledge and skills.

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

Children are confident and sociable and their behaviour is excellent as they are actively occupied and sensitively supported with play. The childminder sits and plays with children at their level and skillfully introduces learning through play activities. She asks children questions to make them think and talks about the different colours, for example, of the building blocks children play with. She asks children if they know the colours and supports them in achieving by giving them a clue, such as sounding out the initial letter sound of the colour. Play is then

extended by asking children if they can find a block of a matching colour, which they successfully do. Children concentrate well as they sit with the childminder to make a castle from wooden blocks. They carefully position one block on top of another and the childminder develops their understanding of comparative language as she talks to the children about whether they want to make the castle higher or bigger. Children develop an understanding of the sequence of numbers as the childminder counts the blocks as they put them away. She encourages children to count with her and they rise to the challenge set. Children have good opportunities to develop their future skills within the childminder's care. Constant conversation develops their vocabulary and communication skills and children show an interest in technology as they play talk on mobile phones. The childminder plans activities and outings linked to different monthly topics, such as weather, food or spring, and planning includes activities which cover all areas of learning. She maintains some development records for children, with written and photographic evidence of their achievements, but does not track their development or plan their next steps in all learning areas.

The childminder's policies and procedures help protect children from illness and infection. They play in a clean home environment and follow routine hygiene practice as they wash their hands after going to the toilet. Each child has their own named towel to use to dry their hands. They have access to regular exercise and children show good control of their movements, for example, as they carefully climb to sit on the sofa. They are provided with healthy meals and snacks and sit with the childminder to help cut an apple up for their mid morning snack. They drink freely when thirsty and the childminder is attentive to their individual needs for rest, settling children for a nap when tired. Children learn about safety through discussion with the childminder, for example about why they need to hold the childminder's hand when out near roads. They learn how to keep themselves safe as they take part in regular practises of the childminder's fire drill. Children are making good progress with their learning as a consequence of the positive interaction from the childminder who subtly introduces learning during play activities. They enjoy the childminder's company and laugh and giggle as they have fun together within a happy, friendly home environment.

## 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