

## Inspection report for early years provision

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<b>Unique reference number</b>	EY246643
<b>Inspection date</b>	10/03/2011
<b>Inspector</b>	Lynne Lewington

<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.

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## **Description of the childminding**

The childminder has been registered since 2002. She lives with her husband and their three children. They live in a five bedroom house in Chineham, near Basingstoke, which is within easy walking distance of the local shops and amenities. The ground floor is mainly used for childminding and the bedrooms are used for sleeping. There is a fully enclosed garden available for outside play. The childminder is registered to care for six children under the age of eight and currently cares for three children in the early years age range. When working with an assistant she may care for up to a maximum of eight children under eight years and no more than five may be in the early years age range. The childminder is registered for overnight care. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is outstanding.

Children experience excellent opportunities to learn and develop in this warm, welcoming, homely environment. The experienced childminder works closely with parents ensuring all children are treated as unique individuals. Most aspects of the service are outstanding. The childminder self evaluates her service accurately identifying her strengths and she continuously builds her knowledge and skills through training opportunities, indicating her desire to continuously improve.

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

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

- promoting further the regular two-way flow of information with parents by providing them with information that relates to current requirements
- developing the risk assessment further to cover anything with which a child may come into contact.

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

The childminder demonstrates a good understanding of safeguarding children, which includes recognising signs and symptoms of abuse and the procedures to follow if she has concerns. She keeps her knowledge up to date by attending training, she records existing injuries and any accidents clearly, ensuring appropriate records are always available. Good care is taken to manage risks around the setting and on outings and a simple written risk assessment is in place.

The childminder implements policies and procedures effectively to promote children's welfare and safety. She has a clear understanding of current requirements, although some information shared with parents does not always reflect this.

The childminder organises her home very effectively making excellent use of the available space both indoors and out to meet the individual needs of the children. Children access a wide range of toys, books and equipment which are well organised, and include positive images of diversity. The childminder makes excellent use of outside resources and local facilities to promote children's learning, helping them develop an understanding of their local community and develop a positive attitude towards all people.

Excellent relationships develop with parents. Parents are confident in the service she provides and feel their children progress exceptionally well in her care. She supplies comprehensive information about her provision which includes written policies and certificates of the comprehensive range of training sessions attended. There are daily opportunities for sharing information in order to meet individual needs, and parents' views are actively sought to help identify areas for improvement. The childminder talks with staff from other settings children attend to enhance learning opportunities and promote working in partnership. She meets with other childminders enabling practice issues to be discussed enhancing understanding and quality.

The childminder has reflected on her service comprehensively and sought the opinions of the parents and carers who use her service. She is extremely enthusiastic and passionate about her role in providing the children with a happy learning homely environment where they can learn naturally and confidently through their daily activities.

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

Children are happy, settled and secure. The childminder has an excellent understanding of the Early Years Foundation stage framework and how children learn through play. They are cared for in a calm and caring environment where they are respected as individuals and develop a strong sense of belonging. Children form close relationships with the childminder and each other. For example, a three-year-old gently rocks the baby in baby chair, copying the action she had seen earlier to soothe the child. Children are made to feel special as the childminder ensures she provides time and attention to them all. Children behave very well as the childminder calmly attends to their needs and encourages their interests. They know what to expect through familiar routines and clear explanation. They learn to respect each other, sharing and taking turns and are rewarded for good behaviour through meaningful praise.

Young children make spontaneous choices from a full range of toys to extend their play and learning. They dance and sing along to action songs, draw with crayons

and pencils; trace the letters of the alphabet and their names demonstrating increasing hand and eye coordination. Attractive good quality fact and fiction books are available to the children increasing awareness of the written word. The young baby is seated comfortably to enable a clear view of what the children are doing and also have access to age appropriate toys. The childminder observes and allows the children to make choices following and extending their interests. A toddler discovers jumping and the childminder encourages the new skill, assists and supervises until the interest passes. This new skill is later used again in the garden, demonstrating the child's increasingly confident physical abilities. Outdoor activity is part of the daily routine providing the children with opportunities to develop their senses in the fresh air. They confidently explore the play equipment climbing and using the slide and walking confidently and carefully along the low wall increasing coordination and balance. They play hide and seek and enjoy the excitement of finding or jumping out and shouting 'boo'. Children learn about the natural world as they grow items in the garden, they plant flowers and bulbs, and strawberries which they later eat.

Children are involved in a wide range of interesting activities as they learn through play and everyday tasks. They undertake many visits outside the home where they meet other people use alternative equipment and explore their local area. Regular visits to toddler groups encourage children's social skills as they join in large group activities such as singing. The childminder has established an excellent observation and assessment system, which includes parents comments and knowledge of their child's development, this enables clear plans to be made to promote development across all areas of learning and a clear informative record of progress to be maintained. Individual daily diaries, with samples of children's creations and dated photos, provide a valuable record for parents. The childminder's calm, positive, attentive interaction with the children supports their activities and helps them develop vocabulary and an understanding of the world around them.

Children's health is promoted exceptionally well. Sensible healthy hygiene routines are followed at nappy changes and older children demonstrate confident knowledge of personal hygiene routines before mealtimes. They learn good procedures for their own personal hygiene through consistent routines and have daily opportunities for fresh air and exercise. Children enjoy healthy home cooked food provided by the childminder. This includes meat, fish, vegetables, and rice and pasta dishes. For example, all children enjoy a hot salmon and vegetable lunch together around the kitchen table. This social occasion enables the young children to watch and learn from the older children. The childminder encourages the toddlers to feed themselves enabling them to build their independence. Fruit snacks and drinks of water are available throughout the day. Children learn about safety on outings, for example, learning safe procedures for crossing the road and safe behaviours in the park and in the home. They learn to use equipment properly for example when cooking or using scissors. They get to know what is expected if they must leave the building in an emergency because they are included in practising the emergency evacuation plan.

## 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	2
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	2
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