

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY265329
<b>Inspection date</b>	15/03/2011
<b>Inspector</b>	Loraine Wardlaw
<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 registered in 2003. She lives with her husband and their two school-aged children in Alresford, near Winchester. The whole of the childminder's home is available for childminding, although children play mainly on the ground floor. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of six children at any one time and is currently minding nine early years children on a part-time basis. The childminder walks to and from local schools to take and collect children. The family has three cats, a pony and a hamster.

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

Overall the quality of the provision is outstanding.

Children relish their time with the childminder who offers them a highly nurturing, homely environment. The skilled and knowledgeable childminder tunes in very successfully to each child's individual needs and provides them with excellent play and learning opportunities. She values the uniqueness of every child and endeavours to ensure that most children gain a very positive sense of identity, whilst in her care. The childminder's systems to maintain and continually improve her practice are extremely rigorous; this results in a provision which is highly successful in promoting exceptional outcomes for children.

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

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

- expanding children's opportunities to learn about their own family cultures and traditions.

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

The very competent and organised childminder ensures that safeguarding and promoting children's welfare is of extreme priority. She has undertaken an advanced child protection course and would follow her very good written procedure in the event of any concerns regarding non-accidental injury. Excellent written risk assessments are recorded for all activities, such as a visit to the stables to feed the pony, and for areas of the home used by children. Laminated cards in the hall show children in pictures and in words how they can keep safe when out and about such as 'a visit to the park'. A very stimulating and enabling

environment has been set up for the children in the childminder's lounge, which makes for a very homely atmosphere. An extensive array of activities and resources are readily available to all the children and a well set out garden for outdoor play.

Self-evaluation and driving improvement is at the fore-front of the childminder's practice, because children are at the heart of all that she does. Many systems are in place such as an accurate and illustrative, Ofsted self-evaluation form which identifies the provisions many strengths and areas for development. For example, she has recently purchased a camera to go in the blue tit nesting box so children can view the eggs hatching in her back garden. Also she has completed a self-evaluation joint area review, development plan. This highlights training she has undertaken and plans to take such as 'schemas' which has further increased the childminder's knowledge of individual children. The childminder builds an extremely strong partnership with all the parents. They write glowingly and knowingly about her provision; how highly attentive she is towards their children, of her superb childcare, her contentiousness and excellent communication. The childminder discusses and liaises with parents on every level with regards to children's welfare and learning. Parents pick up on information and guidance about precise ways they can support their child's learning such as buying a 'talking tin' to promote language development. The childminder has built an effective partnership with the children's pre-schools they also attend. The childminder demonstrates an excellent awareness of promoting equality, diversity and inclusion. She meets the needs of all children extremely well and differentiates activities for the different age groups she cares for. She introduces nursery rhymes in other languages for those children who come from a bi-lingual home, but does not fully incorporate cultural traditions into the children's activities to further extend children's sense of identity.

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

Children thrive and flourish in the safe, highly stimulating and rich environment. They delight in their time at the home of the childminder, because she values and focuses on each and every one of them. Children participate eagerly and with great enjoyment in an excellent choice of play and learning activities. This coupled with the childminder's admirable and skilled interaction with children ensures they are making rapid progress towards the early learning goals. Fun, active and purposeful play means that children are well motivated individuals and demonstrate eagerly the knowledge and skills they have acquired. For example, three-year-old children show spontaneously how they can turn take and work harmoniously together when completing large floor puzzles, verbalising their thoughts expertly to the childminder. They have an extremely strong bond with each other and are equally proud of all their achievements. For example, when they complete a difficult puzzle they clap and do a 'high five' together laughing. The childminder is consistently on hand to support and extend the children's play and learning; three-year-olds are encouraged to count, to recognise numerals, to talk about size and shape, to problem solve. This facilitates their progress in problem solving reasoning and numeracy extremely well. The childminder is skilled

at caring for all age groups of children and of differentiating her practice. Younger toddlers are given cuddles, kisses and lots of physical contact alongside her purposeful interactions. This is very evident during the active singing time and story time. Toddlers enjoy close contact with the childminder sitting on her lap, holding a toy which links to a song, which they all take a turn in choosing. Older children enthusiastically and gleefully sing and do the actions of the song 'I'm a dingle dangle scarecrow' in front of the childminder and toddler. During the interactive story of 'The old woman who swallowed a fly' the toddler is cuddled close to the childminder and looks at their own age appropriate book, turning the pages. Later they all look at the toddler's book together. The childminder has a thorough observational assessment system in place for all children and implements children's next learning steps into her practice well.

Children build a strong bond with the childminder and demonstrate confidence and feel extremely safe and secure in her home. They learn to keep safe by the childminder's excellent guidance and teaching. For example, they tell the visitor how they keep safe when visiting the stable to feed the pony. Children learn the fire evacuation drill and older children know the 'safe walking formation' they use when walking to school or pre-school in the morning. All children behave very well; three-year-old children demonstrate their politeness and manners during their play and interactions and easily negotiate with one another to avoid conflict. The childminder is an excellent role model with regards to promoting good behaviour and appreciation of others. She consistently gives praise when it is due. Children learn about healthy and nutritious foods through an excellent interactive 'five a day' chart the children use to record their snack and lunch provided by their parents. They spontaneously talk about what is healthy to drink when they are eating their snack together at the low table. There is an excellent emphasis on health and hygiene with the children, who wash their hands before eating and use their own personalised named and pictured, freshly laundered towel. The childminder is careful to weave diversity into her everyday and yearly practices. She ensures children can play with a range of multi-cultural resources and has positive images of people with differences on display in her home. When the childminder's sister visits her from Zimbabwe she gives a little visual talk using pictures about the children in the pre-school and orphanages where she works. Older children are also taught a rhyme in Shona, giving them an excellent awareness of the world around them.

## 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	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

### 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

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
--	-----