

## Inspection report for early years provision

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<b>Unique reference number</b>	EY246857
<b>Inspection date</b>	18/03/2011
<b>Inspector</b>	Penny Wood
<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 was registered in 2002. She lives with her husband and two school aged children in Andover, Hampshire. The whole of the home is registered for childminding and there is an enclosed garden for outdoor play. The childminder is able to walk and drive to local schools and pre-schools. The family have two cats.

The childminder is registered to care for a maximum of six children under eight years old at any one time, of whom, three may be in the early years age group. She currently has three children on roll aged between two and three years old. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children are very settled and at home in the childminder's care. They enjoy a good range of activities and play opportunities that promote their learning and development well. The childminder promotes inclusion well within her provision. Good strategies, such as strong relationships with parents enable the childminder to meet children's individual needs. The childminder is developing links with other providers that children attend. Excellent systems promote children's good health. The childminder has taken good steps since her last inspection to improve her provision, with a positive impact on children's experiences.

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

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

- extend links with other providers that children attend in order to fully support each child within their learning journey.

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

Children are safeguarded well because the childminder has effective policies and procedures in place. She has a good understanding of her child protection policy and the action to take if she is concerned that a child is at risk. The premises are safe and well maintained. Space is used effectively and children enjoy room to move freely when playing. Thorough risk assessment procedures ensure the childminder is aware of hazards and able to take action to minimise any risk to children. Good strategies ensure children's safety on outings. The childminder reinforces the rules and boundaries before leaving home and reminds children how

to keep themselves safe when crossing the road. Resources are safe and maintained in good condition.

The childminder is thorough in promoting children's good health. The exclusion of children when they are sick reduces the spread of illness. The childminder acts as a positive role model with children and exemplifies excellent hygiene practice. For example, every time she wipes a child's nose, she washes her hands. The childminder maintains a current first aid certificate. Health documentation, such as accident and medication records are completed in clear detail and shared with parents, ensuring they are informed of events. Although there are no such children on roll at present, good strategies are in place to support children with additional needs and those for whom English is an additional language.

The childminder forges strong links with parents. She ensures parents are kept informed of children's achievements and any issues as they arise. A daily diary is completed by the childminder and parents are encouraged to include comments in return to enable her to meet children's individual needs. High levels of information are available to parents, such as a portfolio and a comprehensive set of policies and procedure, which offer them an insight into her role and responsibilities. Parents comment highly on the childminder and describe her as approachable, flexible and good at ensuring children are suitably challenged. The childminder has begun to develop links with other providers that children attend. However, she is yet to share children's development records with them in order to be able to work in partnership when supporting children within their learning and development. The childminder has considered good strategies to aid children's smooth transition on to school.

The childminder has taken very good steps since her last inspection to evaluate her practice and to implement new initiatives. This has raised the quality of her provision and improved children's experiences. She has made good use of training opportunities, which has extended her knowledge of child care. The childminder makes good use of the various support mechanisms in place, such as working with a development worker and other registered childminders for sharing ideas on good practice. She is highly organised and has gathered a wide range of material to guide and inform her practice.

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

Children are very happy and busy within the childminder's care. They experience a good range of activities, which effectively promote their development across the six areas of learning. The childminder has good systems in place to gather information relating to children's starting points, which she uses as a base their future learning. The childminder has comprehensive systems in place to assess, monitor and record children's learning and development. Information gained through her observations is used to target children's next steps within their development.

Children are able to follow their own interests and as a result, they are keen and eager participants. The childminder has a good understanding of how to challenge children according to their individual stages of development and supports children's learning well. She consistently uses spontaneous opportunities to extend their learning. For example, when playing with cars and aeroplanes, the childminder asks children about the different colours and which items are bigger or smaller. Children are gaining very good language skills. The childminder engages children very well in frequent discussions during their play and she promotes children's acquisition of vocabulary.

Children thoroughly enjoy story time. They enjoy snuggling up on a sofa to read books with puppets and children eagerly participate in predicting what happens next. Following a story the childminder allows children to read the story back to her. Good opportunities enable children to develop their knowledge of shapes. They are able to identify the common shapes at random and enjoy making their own shapes, such as a diamond from two triangles they place together. On placing the shapes together they show high levels of pride and enjoy showing the childminder what they have created. The childminder offers consistent praise and encouragement, which boosts children's confidence and self-esteem. They enjoy opportunities to be creative. For example, they enjoy colouring and developing their mark making skills. They enjoy playing instruments and listening to music tapes. The childminder has dramatically improved her range of resources that depict positive images of diversity, which enables children to develop an awareness of diversity naturally through their play.

Children experience excellent opportunities to be physically active. For example, they enjoy regular visits to play parks and opportunities to take part in activities at local gymnastics clubs and soft play centres. All of which enable children to develop their physical skills, such as balancing, climbing and jumping while promoting their good health. Children experience good opportunities to learn about safety. For example, when out and about they discuss road safety strategies and at home they practice the emergency evacuation procedures.

The childminder encourages good manners with children from an early age. For example, she encourages them to say sorry, please, thank you and pardon me as appropriate. Children enjoy excellent opportunities to choose their snacks from a healthy and nutritious range of fruit. The childminder talks to children about the importance of washing the fruit before eating to ensure they are clean. The childminder is proactive in encouraging children to try a variety of new foods, such as noodles when celebrating Chinese New Year. Excellent opportunities encourage children to practice effective hygiene procedures. For example, she gently reminds children to use their hands when coughing. Children regularly wash their hands and use individual towels to dry their hands with, which effectively reduces the spread of germs and infections.

## 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
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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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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