

## Inspection report for early years provision

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<b>Unique reference number</b>	EY358534
<b>Inspection date</b>	19/04/2011
<b>Inspector</b>	Jacqueline Munden
<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 2007. She lives with her husband and two children who are aged four and eight years in Romsey, Hampshire. All areas of the home are used for childminding and there are enclosed areas for outside play. The family has two pet rabbits.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children aged under eight years and of these, no more than two may be in the Early Years age group and of these no more than one may be under one year at any one time. She is also registered to provide overnight care for one child aged under eight years. The childminder is currently caring for five children, four of whom are in the Early Years age group.

The childminder holds a relevant level 3 childcare qualification and is a member of the National Childminding Association. She holds the Children Come First accreditation.

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

Overall the quality of the provision is good.

Children are welcomed into a warm family environment, where they are all valued as individuals and included to ensure none feel disadvantaged. Strong relationships are forged with parents and others involved in children's care to ensure each child's individual needs are met successfully. Overall, there are good systems in place to promote children's health and safety. The childminder evaluates her practice effectively allowing her to identify areas to develop, thereby demonstrating a strong commitment to making continuous improvement to the setting. This helps children to enjoy worthwhile experiences and to make good progress in their learning and development both now and in the future.

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

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

- keep a record of the details of the evacuation drills carried out and any problems encountered and how they were resolved.

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

Children are well safeguarded as the childminder has a clear understanding of the procedures to follow should she have a concern regarding the welfare of a child in

her care. She and members of her family are suitably vetted and children are closely supervised. Risk assessments are conducted both within the home and for outings, with effective measures being taken to minimise possible risks. The fire evacuation procedure is practiced regularly to ensure she and the all children are clear how to evacuate the home in an emergency. However, a log of these events is not always maintained and is therefore incomplete. A comprehensive range of policies and procedures that underpin her good practice are shared with parents. All of the appropriate records and parental consents are in place to ensure children's health and welfare whilst in her care. The childminder organises her home and time very well enabling her to provide a happy, stimulating learning environment for children to play and explore both indoors and outdoors

Since the last inspection, the childminder has made many improvements to her provision. She has increased her knowledge in child development through attaining a relevant Level 3 qualification and has updated her training in child protection and food hygiene. The childminder seeks comments from both parents and children to help her evaluate her practice which allows her to identify areas to develop further. This results in all children feeling included and their individual needs are met well. The childminder recognises the importance of working closely with parents and any others involved in the children's care and strives to promote this positive relationship from the outset. This effective communication with parents means information about minded children is shared regularly. This information includes a detailed written record of their learning and development. Parents are fully involved in their child's learning as they contribute to the planned next steps the childminder uses to help children make progress. Parents report they are very happy with the care their children receive and the progress they make. Close liaison with other providers of the Early Years Foundation Stage which any children also attend, provides continuity of their care and learning.

Equality and diversity are promoted well as resources are accessible and ensure all children can take part. Although there are no children attending with English as an additional language or with learning and development needs at present, the childminder is clear how she would support them. Children with additional emotional needs are supported well as the childminder seeks appropriate ways in which to help and support them.

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

Children thrive in this setting as they feel safe and secure in the childminder's care. They form close bonds with a nurturing, welcoming childminder. Her enthusiasm for caring for children shines through as she ensures each child's individual needs and daily routines are met well. The childminder maintains records of each child's progress and plans a wide range of interesting adult-led activities, both in and outside the home. For example, visits to local places of interest such as the zoo where they learn about animals and meeting with others to take part in physical activities such as parachute games. At home, children benefit from activities such as supervised cooking but equally enjoy the well planned environment that allows

them to freely select from a broad range of toys and resources that promote all areas of learning.

Children learn good skills for the future as they use many pieces of electronic and programmable equipment. For example, children take photographs of their creations made in the sandpit with a digital camera and use the CD player to play music which they dance to. The high number of creative and mark making activities provided encourage children to develop good skills in making and designing craft. They stick and glue using a variety of means provided, therefore increasing their skills further. Their language and vocabulary is developing well as they are encouraged to talk and describe what they do and make. For example, children announce they are making birds but they 'need attachments to make them fly'. They use strips of sticky tape to fix feathers to sticks. Others use the easy grip brushes to paint pictures of butterflies. As a result children learn to feel confident and enthusiastic about learning. They show great pride as they are beginning to write their names. Children learn to take turns and co-operate with others as they play games such as a memory matching card game. They use numbers in their everyday play as they sing counting songs. Mathematical language and concepts are learnt as they use graduated cups in the sand and talk about which holds more or less.

Children enjoy learning about others in society through planned activities to learn about foods people in different cultures eat. They show great curiosity of the world around them as they care for the pet rabbits in the childminder's garden and about feeding wild birds. Children use magnifying pots to examine spiders, noting the number of legs and the markings on their backs. Children respond well to the childminders positive approach to behaviour management. They are polite and are kind to each other as they share toys. Children show high levels of confidence and independence as they speak to others and freely move around the setting. They take their shoes on and off as they go in and outdoors and happily ask for help to put the apron on before painting. Children are learning about healthy foods and the environment as they help to grow fruit and vegetables in the garden. This encourages them to try foods they otherwise might not eat. They follow effective hygiene routines to help them such as washing their hands before eating. They enjoy fresh air and develop physical skills as they use equipment both in the park and in the childminder's garden. Children are developing an understanding of keeping safe as they take part in fire drills and learn to cross roads safely.

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