

## Inspection report for early years provision

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<b>Unique reference number</b>	EY344161
<b>Inspection date</b>	19/04/2011
<b>Inspector</b>	Amanda Shedden

<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.

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 2007. She lives with her partner and two children, who are both in full time education, in the village of Sparsholt, near Winchester. The whole of the ground floor of the house is used for childminding. Minded children have access to two of the bedrooms on the first floor for rest and occasional play. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years. Of these, two children may be in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is presently caring for three children in the early years age group on a part-time basis. There are currently six children on roll. The family have animals in the home. The childminder walks to the local school to take and collect children. She is a member of the National Childminding Association (NCMA) and is a network childminder.

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

Overall the quality of the provision is outstanding.

Children are receiving an excellent standard of care and education with the childminder. Her thorough knowledge of each child enables her to plan activities to ensure that all children's progress is linked to the Early Years Foundation Stage. Children are recognised as individuals enabling them to feel highly valued and to thrive within the well-organised and stimulating environment. Systems of self-evaluation and monitoring of her practice are excellent; she is able to accurately identify areas for further development. There are a comprehensive range of risk assessments in place however; a minor adjustment needs to be made to reflect the actual practice. The high standard of communication with the parents ensures that a shared understanding of children's individual needs is obtained.

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

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

- review the risk assessments to ensure they reflect the actual practice when using the outdoor equipment.

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

The childminder has a thorough knowledge of how to safeguard children and her practice reflects this. All adults in the home are vetted and the person she would

call on in an emergency is also vetted appropriately. The childminder has created a range of risk assessments to support children's safety both inside and outside the home however; a slight adjustment is required to reflect the actual practice when using the large outdoor equipment. When taking children out into the community, procedures are in place which in turn helps the children to adopt safe and responsible practices.

The childminder has an excellent understanding of the procedure to follow if she has concerns about a child in her care. The childminder has created an extensive range of high quality policies and procedures that are shared with the parents to support her practice which are updated regularly.

The childminder is highly dedicated to continually improve her practice and attends many courses to ensure that her skills and knowledge are kept up to date and information gained is used to enhance her provision. She monitors and evaluates her practice regularly and takes advice from other agencies to help her identify accurately her further development. She has recently made improvements to the garden by giving the dog an area for itself so the children can play in a dog free area and she has plans to, for instance, to catalogue her vast collection of dressing up clothes which will make it easier for the children to choose what they would like to play with.

All areas of the home and garden are attractive, welcoming, safe and conducive to children's learning. There are photographs of the children and displays of their work giving them a sense of belonging. The excellent range of good quality resources are displayed to encourage children to self-select encouraging their independence. In addition to the clearly labelled boxes with words and photographs of the contents there is a photograph album of other resources supporting even the youngest children to choose what they would like to play with. The garden is exciting and enticing for children with an extensive range of toys and activities on offer which always includes mark making on the large chalk board and supports their development in all areas.

This is a fully inclusive setting where all children are acknowledged as unique and their needs met through the knowledge and positive interaction of the childminder with the children and their parents. The range of resources and activities encourage children to gain knowledge of the wider world and other cultures.

Partnership with parents and carers is extensive and worthwhile. Secure registration and settling in procedures ensure very effective sharing of information in relation to children's family and home circumstances, individual needs routines and abilities. Parents are aware that observations are made on their children and their next steps are discussed regularly. The daily contact diaries and daily discussions enable parents to be fully informed of their child's experiences each day and to ensure that there is continuity of care. Parents are very positive about the childminder, they appreciate her calmness, the homely yet educational environment she provides and they are extremely pleased with the care their children receive. There are procedures in place when needed to share knowledge of the children with other providers of the Early Years Foundation Stage.

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

Children are extremely happy and very quickly develop loving relationships with the childminder and her children which ensures that the children are confident and feel secure in her care.

The childminder has an extensive knowledge of child development and how it links to the early learning goals. Comprehensive and detailed observations and assessment systems enable the childminder to track each child's individual development and ensure that through their play she is able to promote and support each child's progress.

There is a balance of adult-led and child-initiated play. The childminder plans activities each day which include visits to venues in the community but children are also able to choose what they want to do, choosing to play in the lounge, kitchen or in the garden. The garden is fully enclosed and the children have great fun using all the equipment outside including the enclosed trampoline and climbing structure supporting their physical development. When undertaking a focused activity the childminder has all the resources ready for the children and she is skilled at differentiating activities to ensure all children are happily and purposefully engaged. For instance, when making Easter bonnets the older children made more complex creations than the younger ones, the positive interaction of the childminder encouraging all of the children to enjoy the activity receiving praise and encouragement from her. Children are having experiences that encourage their problem solving skills using the building blocks to make things; their literacy skills are supported through the interaction and resources in the home. For example, children choose to do an alphabet puzzle and the interaction from the childminder encourages their understanding of the sounds of the letters. Children also confidently use the electronic alphabet board in the kitchen singing along to the alphabet song and pushing letters into the system repeating the sounds of the letters from the system.

Children's health is fully promoted by the childminder. All required documentation is in place and used to meet the welfare requirements of the children. The childminder offers the children whose parents request it a healthy range of snacks and meals. Children learn about hygiene rules and minimising cross infection as they wash their hands at appropriate times drying their hands on paper towels and only drinking from their own cups. They access fresh air each day either in the garden or going out to visit other amenities in the area.

Children feel extremely safe within the home; they are comfortable in choosing what they want to play with and where. They talk to the childminder telling what they want to do and what they are doing. They practise the evacuation procedure regularly and they are comfortable and feel secure within the organisation of the day.

Children's behaviour is excellent; they are involved in everyday activities such as

tidying toys, watering plants, sorting washing and laying the table. Manners and self-help skills are always encouraged. There are good relationships between the older and younger children who help the younger children to, for instance, put their shoes on or off and help them reach resources. Older children are sensitive to the younger children, for instance, when using the trampoline together they know that they are only to bounce gently. The childminder has excellent strategies in place which encourage the children to live up to expectations and they are given praise when they do. The children learn about feelings and emotions and feel secure in discussing with each other or with the childminder how they feel about events that have happened to them. All of which help them develop skills for the future.

## 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

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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	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

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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