

## Inspection report for early years provision

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<b>Unique reference number</b>	110999
<b>Inspection date</b>	06/06/2011
<b>Inspector</b>	Carol Willett
<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 1997. She lives with her husband and four children, two of whom are high school age, one of primary school-age and one at preschool. They live a house in Yateley, Hampshire. The family have a dog. The whole of the childminder's house is used for childminding though children mainly play in the dedicated play room. They go upstairs for sleeping. There is a fully enclosed secure garden for outside play. Local parks, shops and schools are within easy walking distance. The childminder attends the local toddler group.

The childminder is registered to care for a maximum of five children, two of which may be in the early year's age range. She is also registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently nine children on roll, of which five are in the early years age range. One child is over five years and three are over eight years.

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

Overall the quality of the provision is good.

Children are happy and settled as the childminder has a calm relaxed approach to childminding. They make good progress overall in their learning and development. The childminder provides a welcoming, child-friendly home where children are generally safe and the can freely choose toys that interest them. Effective partnerships and good communication with parents and other settings children attend ensure continuity in their care and promote inclusive practice. The childminder has a positive attitude and she is keen to improve her provision through inspection processes feedback and through evaluating her practices in order to identify areas for continual development.

## **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 fire drills and any problems encountered
- provide further opportunities for children to find out about differences and beliefs of other people
- improve the systems of observation and assessment in order to effectively identify and plan for children's next learning steps to the early learning goals.

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

The childminder provides good quality care overall and the children play happily in a relaxed child-friendly family environment. Children's welfare is safeguarded

because the childminder is confident in her knowledge and understanding of the local safeguarding procedures. She has attended basic training and plans to take the next level training to further increase her knowledge. Parents receive copies of the childminder's safeguarding and complaints procedures so they know what to do if they have any concerns. Children play in a generally safe, secure family home and they are closely supervised at all times. Regular checks are made on sleeping babies and a listening monitor is used. The childminder completes effective daily checks to ensure hazards are identified and minimised. She has records of risk assessments for all aspects of her home including the use of the swimming pool and trampoline and for regular outings, such as parks and toddler groups. Security is good and all suitability checks for all adults in the house have been completed. Most required documentation is in place though the childminder does not have a record of fire practice. Important records are shared appropriately with parents so they are kept well informed of accidents, for example.

The childminder develops good partnerships with parents and they are positive in the comments about the care their children receive. Communication is good as the childminder shares information about children's development through daily discussions and through the use of a daily contact book. Parents receive updates about children's progress and achievements as they view their learning journey records. The childminder communicates well with the relevant people in local schools and preschools sharing information about children as they are collected and dropped off to ensure consistency in their care and learning. The childminder generally organises her home effectively so children can play freely with the suitable range of age-appropriate resources which are easily accessible in the playroom. She promotes an inclusive setting as all children are given individual support and equal care and attention during planned activities such as when they use playdough and tools. The childminder finds out children's family background so she has a good awareness of special occasions. She does not have a wide range of resources or plan many activities to develop children's awareness of differences.

The childminder reflects well on her childminding service to enable her to meet the requirements of registration, She identifies her training needs, such as level 2 child protection training and food safety so she is continually improving her practices and outcomes for children. The childminder has a positive attitude to feedback from inspection processes and the childminding development worker and she is committed to improve her practices. She has implemented all the recommendations made at the previous inspections showing a commitment to providing good care and improving outcomes for children. . Overall, she has a good knowledge of the Early Years Foundation Stage requirements. She organises her home, resources and time well to ensure children's needs are met.

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

Children are happy and secure and they make good progress in their learning as they develop close caring relationships with the childminder. They enjoy cuddles and sitting on her lap when they need reassurance. The childminder has a calm

relaxed approach to childminding and uses her experience to ensure she provides a suitable range of toys and activities for the children. She has a good knowledge of the stages of development and uses this to plan effectively for children's progress. However, she is not fully confident in using her written observations to record and plan for the children's next steps in development using the early learning goals.

Children make good progress in the learning and development. The childminder reads stories to the children and they sing familiar songs. She takes opportunities during play to encourage colour and shape recognition and counting skills. Older children recognise letter shapes and sounds as they play with an alphabet frame. Children enjoy their time with the childminder and they have fun selecting toys from age-appropriate resources set out at their level both in the house and in the garden. They enjoy dressing up and playing with the babies and dinosaurs. Children are beginning to develop their vocabulary and show confidence as they communicate with the childminder during their play. The childminder is skilled at interpreting children's emerging language. She encourages their language through talking and repeating words and develops communication turn taking skills. The childminder provides resources that enable children to learn how things work as they activate buttons on toys that make sound.

Toys are regularly rotated to ensure children are stimulated and learning well as the childminder uses her knowledge of their likes and interests. She plans a variety of activities to promote learning in most areas. The childminder enjoys playing with the children and supporting them as she sits on the floor to join in, managing the differences in ages well. She uses teaching skills effectively to ask questions and model the use of resources, such as playdough tools. The childminder is caring and respectful and treats all children with equal concern. She has a good knowledge of the children and their family backgrounds supporting all children well to enable them to make good progress in their learning. Regular trips to the local toddler groups develop children's social skills and knowledge of their local environment and they meet different adults and children.

Children are lively and confident and show they feel safe and secure due to the childminder's affectionate and caring approach. The childminder promotes children's understanding of how to stay safe through discussion about road safety and practising fire evacuation. Children know the rules and stay inside the house as the childminder gets ready to take them out to the car. Children's health is promoted well through the provision of healthy food including snacks of rice cakes and sliced apple. Children's drinks are freely accessible to them so they drink plenty during the day. The childminder discusses children's dietary needs at initial visits to enable her to be aware of and meet their needs. Children develop a good awareness of healthy lifestyles and get plenty of fresh air and exercise as they visit parks and local amenities such as soft play areas. They enjoy daily opportunities to play outside as they use the well resourced garden. Children develop good relationships in the childminder's care and they happily play together sharing toys and taking turns at games. Children mostly behave well. The childminder ensures there are enough resources and gives gentle explanations about sharing to ensure children understand right from wrong. The childminder communicates well with parents and obtains useful information regarding children's starting points. She

takes account of children's individual routines so they are secure and settled. Children develop good future learning skills as the childminder plans and provide activities and resources that cover all areas of learning. They become active inquisitive learners and show confidence as they move freely around and choose their own resources. Overall, children's welfare and learning needs are met well in a caring child-friendly environment.

## 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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