

## Inspection report for early years provision

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<b>Unique reference number</b>	EY230775
<b>Inspection date</b>	03/03/2011
<b>Inspector</b>	Janet Armstrong
<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 has been registered since October 2002. She lives with her husband and two daughters aged 10 and four years of age in a three-bedroomed mid-terraced house in Waterlooville, Hampshire. All areas of the home are used for childminding purposes, with a living room, dining room, kitchen and downstairs cloakroom used as the main accommodation. Rest and toilet facilities are available upstairs. There is an enclosed back garden available for outside play. The family have a pet fish and gerbil.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children, two of whom may be in the early years age group. There are currently seven children on roll, five of whom are in the early years age range and all attend on a part time basis. The childminder also cares for children over eight years of age. The childminder holds the Introduction to Childminding Practice certificate, CACHE level 2 in Playwork and is currently working towards National Vocation Qualification Level 3 in childcare and education.

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

Overall the quality of the provision is good.

Children are well cared for. They are very happy and settled, with good levels of positive support and encouragement from the childminder who has a secure knowledge of their individual care and learning needs and different personalities. The childminder is sensitive and bubbly, with a fun attitude towards the children and their activities. Overall, systems for working with parents and others help to ensure that necessary information is shared. Self-evaluation systems are not fully effective to enable the childminder to give consideration to all aspects to the service she offers to identify and prioritise improvements.

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

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

- develop self-evaluation systems to evaluate the impact of practice to further improve the outcomes for children
- explore ways of improving communication with other early years settings that children attend to improve the sharing of information

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

Children's safety is promoted well. The childminder has a secure knowledge of child protection issues and the correct procedures to follow should she have a concern about a child in her care. Regular training ensures the childminder's knowledge of safe practices and safeguarding remains up-to-date. Effective risk assessments of the home and outings ensures that all areas that children access are safe to do so. High levels of supervision means that children are able to play and explore safely.

The childminder provides children with a warm, welcoming, family-orientated home. Use of the different areas within the home ensures that, overall, their care and learning needs are met well, although sleeping arrangements for some younger children are not fully supportive as they sleep strapped into a pushchair. Children have access to a good range of play provision to support their interests, although creative resources are not easily accessible to preschool-aged children to encourage them to make free and independent choices.

Equality and diversity is promoted well. The childminder takes a proactive and positive approach in ensuring that children learn to recognise and accept differences in the world in which they live. Her positive support and discussions means that they learning that it's 'ok to be different'. The childminder is a positive role model and supports children well in managing their behaviour. This enables children to form positive relationships with others.

The childminder has a comprehensive range of written documents, policies and procedures that work well to support her in her role. She has formed positive relationships with parents who value the impact she has had on their children. Both parties are well informed and, overall, share necessary information to enable a consistent approach. The childminder works well to involve the parents in the children's learning and seeks relevant information about what they enjoy at home. Partnerships with other early years settings that children attend enables them to share any concerns or issues, However, systems for sharing learning priorities and needs are not yet in place.

The childminder takes a proactive approach to improving her practices. She attends regular training to help her update her knowledge and gain relevant childcare qualifications. She uses this knowledge to adapt and make changes to what she does and the activities she offers, such as putting together a treasure basket for the younger children. She self-evaluates and gives consideration to the activities she offers. However, these systems do not enable her to evaluate all aspects of her practices to identify areas for improvement and prioritise, such as, sleeping arrangements for young children, access to play provision, gaining information from parents and others to further support specific needs.

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

Children have a good introduction to following safe practices and being healthy. Gentle reminders from the childminder and house rules in place means that they are able to adapt what they do to remain safe, such as sitting on the chairs properly so they do not fall backwards. They follow positive hand hygiene routines with good support from the childminder and know which is their own hand towel. They have healthy appetites and enjoy the home-made, nutritious meals provided for them by the childminder.

The childminder allows the children good opportunities to explore independently, allowing them to follow their own lead and ideas. She is close at hand to support and extend the activities through effective use of open-ended questions to allow the children to think things through for themselves. For example, the childminder shows a three-year-old a coconut from the treasure basket and asks them if they know what it is. The child considers this carefully before telling the childminder 'It looks like a acorn'. The childminder informs the child that it is a coconut and shakes it and asks if they know what is inside. The child listens carefully to the noise it makes and tells her 'it sounds like milk'.

The childminder is positive, bubbly and enthusiastic in her approach and laughs a lot with the children. The children respond well to this and are happy, secure and settled. For example, a three-year-old shows a sense of pride and confidence as they learn to peel their own banana and take a picture of their construction on the childminder's mobile telephone.

Children use their imaginations well. A three-year-old enjoys the large plastic building bricks and sets about constructing a home for the animals to live in. They find the necessary bricks and parts needed, quietly chattering to themselves, singing and acting out the different animal roles. They become fully immersed in their play as the activity expands to include a helicopter and van for transportation and a pilot and driver.

Young children show a developing exploratory sense and are given good opportunities to promote this. The childminder has recently put together a treasure basket filled with a range of man-made and natural items and materials for the children to explore. A one-year-old reaches into the basket and finds a metal container, they explore it through touch, taste and sound as the item is passed from their hands into their mouth and then rubbing it against the basket, enjoying the unusual sound it makes. A wooden spoon and scarves are then explored using the same methods. This keeps them engrossed and focused in what they are doing.

The childminder ensures children access a balanced range of activities during the week to meet their care and learning needs. Her observation and assessment systems work well to identify the children's next steps in their learning, the activities they are engaging in and the learning achieved by linking the observations to photographs and the steps within the six areas of learning. These

are regularly shared with parents who are encouraged to share their own comments. These systems work effectively to enable the childminder to support children in their learning to help them make good progress through the Early Years Foundation Stage.

## 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	3
The effectiveness of the setting's engagement with parents and carers	2

### 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>	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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