

## Inspection report for early years provision

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<b>Unique reference number</b>	111376
<b>Inspection date</b>	05/07/2011
<b>Inspector</b>	Marie Thompson

<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 1999. She lives with her husband and two children aged 14 and 18 years in Andover, Hampshire. The whole of the ground floor of the property is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under the age of eight years at any one time and is currently minding two children in the early years age range on a part-time basis.

She attends the Andover childminding support group.

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

Overall the quality of the provision is good.

Overall, children make good progress in their learning and development. They are engaged and interested in meaningful activities, and enjoy choosing and playing with their favourite toys indoors, and at times, outdoors. Self-evaluation is still evolving, but the childminder communicates ambition and drive to secure future improvement. Secure partnerships with parents and carers ensure that they are kept up to date with their child's care and general well-being. The childminder has good systems in place for liaising with other settings children attend.

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

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

- increase opportunities for child initiated play in the outdoor environment, to cover all six areas of learning
- implement a regular process of self-evaluation to examine all areas of practice

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

The childminder demonstrates a good understanding of safeguarding children procedures and she is clear about her role and responsibilities. She is very enthusiastic and focuses all her attention on the children. The childminder is vigilant when visitors approach the premises and checks their identification at the

door. The childminder is professional and well organised. She is very experienced and has been welcoming and caring for children in her home for many years. The childminder supervises children closely and carries out daily checks to minimise any risks. Routine risk assessments together with a good understanding of safety procedures ensure that the premises are safe and hygienic. The childminder maintains children's records accurately and shares these with parents, such as for accidents. A good variety of written policies is in place, reviewed regularly and work appropriately in practice. This supports children's welfare. The childminder reflects on her practice and the activities she provides informally, and she has identified some strengths and areas for improvement, this is still developing. For example, she has introduced visual props at story time to engage children's interests more. This demonstrates she has a good capacity to secure further improvements.

Children celebrate lots of festivals, traditions and occasions during the year, such as Christmas, Diwali and Easter. The childminder enhances children's understanding of the wider world further by providing resource bags containing lots of items specific to various countries. For example, Russian dolls in the Russia resource's bag. Children have also made Inuit finger puppets. They made pancakes on Shrove Tuesday, which were then used for a pancake race. The range of resources and activities that reflect equality and diversity and introduce children to the wider world are good. Children use magazines to create collages which depict differing images of children and families in society or to make a montage of healthy activities. The childminder offers a very inclusive setting. She provides a safe and spacious home. A suitable range of resources are easily accessible to children, from which they are able to choose freely.

Good partnerships with parents and carers support children's placements. The childminder shares her policies and procedures with parents in order that everyone is aware of how she manages day-to-day issues such as behaviour. She takes time to talk to parents on a daily basis to discuss any concerns. The childminder has produced a questionnaire for parents and carers to seek their views on the services she provides. Well-established partnerships with parents, outside agencies and other settings which children attend, ensure consistency in children's welfare and learning.

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

Children are very settled and at ease because the childminder spends all her time playing with them and has a good understanding of their interests and individual daily routines. Consequently, they form warm and trusting relationships with the childminder and feel safe in her care. A good balance between adult led and child initiated activities and play means that children learn new skills with the childminder's support. However, children are not always freely able to choose to go outside and engage in activities of their choosing in all of the six areas of learning. This means that children who learn better on a larger scale do not always have

their learning needs fully promoted. Children undertake a variety of activities such as painting and role play. Planned outdoor activities include visits to the park where they enjoy playing crazy golf, using the apparatus or playing in the garden. They have opportunities to use and develop their physical skills with ride on toys, the trampoline, balls and slides. Children also enjoy going to the large indoor soft play. During the summer months they visit local parks and have a picnic, and historical sites where they play hide and seek and look around the ruins. Children quite often visit the local post office to post letters and learn about the community around them. This supports children's good health through access to fresh air and sunshine and by promoting fun through exercise.

The childminder demonstrates a sound understanding of child development. She has taken on board the Early Years Foundation Stage and the learning and development requirements. The childminder observes the children and keeps some records which she shares with the parents. Well-managed observations and assessments are regularly completed and include photographs of the children at their play which are recorded in the children's progress folders. Clear evidence identifies children's next steps and ensures they make ongoing progress in the six areas of learning.

Children have many opportunities to indulge in art and craft and messy play activities. They particularly like playing with the sand and water in the garden. Cooking activities are equally popular and the children have enjoyed making cup cakes and rice crispy cakes as well as making bird cakes to feed the birds in the garden. These activities along with puzzles, shape sorters and counting through natural situations promote children's mathematical understanding and development. The childminder listens and engages children with skill, giving them time and opportunities to do things for themselves and succeed. For example, when the children are setting up the animal hospital, they put small animals and little pieces into place. She extends their ability to communicate and think as she asks open questions and encourages them to think matters through. Children are beginning to express themselves well and clearly enjoy being with the childminder. The childminder's effective interaction is supporting them to develop their language and communication skills.

The childminder promotes children's health well. She records children's diets and discusses the provision of food with parents. Parents provide their child's food and the childminder ensures that it is stored hygienically and drinks are provided throughout the day to prevent dehydration. Children's behaviour is positively promoted. They learn good manners and behaviour from an early age through the childminder's positive role modelling. She praises the children for their achievements and for helping her tidy away the toys. Children are encouraged to share the toys and resources and be kind to each other. This helps to promote a greater understanding of the needs of others and for children to resolve incidents at times between themselves which is a valuable life skill.

## 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

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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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