

## Inspection report for early years provision

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<b>Unique reference number</b>	111715
<b>Inspection date</b>	21/09/2011
<b>Inspector</b>	Alison Kaplonek

<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 to care for children since 2000. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

She lives with her husband and two children Yateley, in Hampshire. The whole of the downstairs of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family does not have any pets.

The childminder is registered to provide care for six children from birth to eight years. Three of these may be in the early years age group. There are currently nine children on roll who attend. Five of these children are in the early years age group. The childminder has a variation to allow her to exceed this ratio to allow 4 children in the early years age group for the children named on the variation requests of 23 June 2011.

The childminder has a relevant childcare qualification and is a member of the National Childminding Association and of her local childminding network.

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

Overall the quality of the provision is outstanding.

Overall, this very experienced and well qualified childminder shows a considerable empathy and understanding of children's individual needs. Children are all welcomed into a warm, welcoming and highly stimulating environment where they are equally valued, included and treated with respect. The childminder ensures that all outcomes for children are outstanding and works extremely closely with parents to meet the individual needs of every child attending. She accurately identifies most of the strengths of her provision and makes continual improvements to her already excellent practice.

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

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

- enhance opportunities for children to use everyday technology and to use information and communication technology and programmable toys to support their learning.

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

The childminder is highly committed and takes a professional approach to her role. She has an excellent understanding of procedures to safeguard children and is suitably vetted. She ensures that children are fully safeguarded and always supervised by an appropriate adult and has procedures in place in case of an emergency. Robust risk assessments are in place for anything with which children may come into contact and these are constantly reviewed and updated to ensure children's safety at all times. A comprehensive range of policies and procedures and the extremely efficient maintenance of records ensure that every child's needs are exceedingly well met. The childminder demonstrates a clear understanding of inclusive practice and encourages children to be fully involved in all aspects of their play and learning. As a result, children are extremely well motivated and they have high levels of self-esteem. She is able to provide support for children with special educational needs and/or disabilities.

Children are provided with an exciting and interesting environment, where they have easy access to a vast range of resources and activities, and a very good balance of both adult and child initiated learning. Many of these resources are used to help children to learn respect for equality and diversity and about valuing others. The childminder is extremely committed to ensuring that the health, safety and well-being of children is given a high priority. She is a reflective practitioner and keeps a self-evaluation book to ensure that clear targets are identified and further improvements are made to her practice.

The childminder is very proactive in her approach to working with parents, her local network coordinator and other professionals, to ensure that she provides high quality welfare and learning for every child. Effective communication systems have been developed with parents and the childminder shares considerable amounts of information with all parents about their children's experiences and routines. Consequently, parents state that they are extremely pleased with the care she provides for their children.

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

Children benefit greatly from the childminder's attentive and caring nature and her enthusiasm to promote learning through play. Children all make excellent progress in every area of learning while enjoying their time with the childminder and her family. Children are inspired by the interesting and very well resourced learning environment which enables them to make choices and influence their own learning. The childminder is an excellent role model and takes a positive and consistent approach to behaviour management. She helps children to learn skills to prepare them for their later lives, such as sharing, taking turns and being polite and kind to each other. Children learn to be considerate to their friends and to take turns. They take part in a wide range of activities outside the home, such as

visiting the soft play zone or going on trips out in the local area, where they meet and interact with other children and adults of all ages.

The childminder has an excellent working knowledge and understanding of how children learn and ensures that all children are fully supported. She ensures that all six areas of learning are promoted effectively through the provision of an interesting and well resourced environment. Babies and toddlers enjoy organising their own play with the books, puzzles or soft toys. They sit quietly with the childminder as they listen to stories, babbling and pointing to the pictures or sit in the high chair, making marks with the coloured crayons. They enjoy singing and clapping hands with the older children and laugh excitedly. The older toddlers also enjoy stories, craft activities and cooking. They are able to concentrate very well as they create their Elmer the elephant models or stir the crispie cakes, counting the chocolate pieces. Children have access to a few information technology and programmable toys which support some aspects of their learning.

Regular observations of children's play provides the basis for assessments and ensures that activities are planned which enable children's learning to be progressive. Systems are in place to formally identify children's next steps in their learning and the childminder intends to start tracking children's progress across all areas of learning and development. The childminder interacts extremely well with children, questioning them about the colours of the paper pieces or cake cases. She encourages them to think for themselves and to find solutions.

Children play in a very clean and secure home. They make good use of the play space, confidently moving around the rooms, choosing what they wish to play with or independently taking themselves to the downstairs toilet. Children's physical needs are very well met as they use a range of equipment in the garden and when out on trips. They often walk to and from school or visit the local park when they talk about road safety and holding onto the buggy. Children learn about keeping healthy as they talk about washing their hands with soap after using the toilet and how bananas and other fruits are good for them as they eat their snack. Older children learn about keeping themselves safe as they are reminded about the rules for using the trampoline.

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