

## Inspection report for early years provision

---

<b>Unique reference number</b>	112511
<b>Inspection date</b>	08/09/2011
<b>Inspector</b>	Judith Reed
<b>Type of setting</b>	Childminder

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 registered in 1993. She lives with her husband and two teenage children in a house in Yateley, Hampshire. The whole of the home is registered for childminding which mainly takes place on the ground floor. There is access to toilet facilities on the ground floor and a fully enclosed garden available for outside play. The family have some fish and a pet hamster. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years at any one time; of these, no more than three may be in the early years age range. She is currently childminding two children in this age group. The childminder attends local children's activities and takes and collects children from local schools and pre-schools.

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

Overall the quality of the provision is outstanding.

The childminder knows the children extremely well as individuals and she supports their ongoing development very effectively. Equality and diversity are comprehensively promoted through everything they do together. The childminder carries out full and careful self-evaluation of her provision to ensure continuous development. She continues her training and shares ideas with other professionals.

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

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

- building extremely effective communication between settings to ensure children's needs are met and there is further continuity in their learning.

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

Children are very effectively safeguarded as the childminder keeps her knowledge of safeguarding issues up-to-date through regular training. A well thought out policy is in place and is shared with parents. All adults living in the home have completed the required checks. The childminder has an exceedingly good

understanding of managing risks and keeping children safe at all times. For example, the childminder carries out and reviews full risk assessments around her home and garden. Through regular play activities and routines, she involves children in recognising and addressing risks so they are fully aware but not fearful. The childminder is particularly careful when taking children out in her car and keeps their contact information, car plans and a first aid kit available at all times.

The childminder builds excellent professional relationships with parents and ensures they are fully informed about their children's development. She completes an informative daily diary for all children in the early years age group and parents contribute to this record to exchange information. When children commence with the childminder she asks parents to complete an 'All about me' booklet, which helps set starting points for their individual learning journeys. Parents regularly take home the booklet to scrutinise the information and contribute towards planning next steps for their children's development, so this is jointly done with the childminder. The childminder also gathers details from the learning journey records to give parents a termly overview of progress and discusses this information in meetings with them. Parents are invited to complete questionnaires to contribute to the evaluation of the childminding provision. In these documents parents state that they are very happy with the care provided and children enjoy attending and joining in the wide range of activities and outings. This highly involves parents and promotes exceptional outcomes in their children's learning and development. Children enjoy being involved in the planned cultural celebrations and learning about diversity. The childminder liaises closely with other early years providers to ensure continuity for children. She meets key workers from the local pre-school to discuss children's personal development and the pre-school completes a sheet of information for their records, however the childminder does not have a copy of this sheet for her records. The childminder links her long term planning themes with the pre-school plans to provide continuity and enhanced learning for children. The childminder is prepared to work with therapists and outside agencies to support children's individual needs.

Equality and diversity is comprehensively promoted at all times. The childminder displays many posters and pictures reflecting other cultures to raise children's awareness of diversity. Many of these are displayed at low level which is appropriate for the younger children. To ensure children's safety, resources not suitable for young children are stored higher up. The resources and environment are extremely well planned and accessible for all children and use of the toy library extends the already wide range of equipment available. The childminder uses the internet to research cultures and festivals from around the world, to ensure she is fully informed and able to support children's developing understanding. She organises activities that promote children's awareness of diversity; a low table is set up as a cafe with multi-cultural dishes, spoons and a printed menu. A dedicated play room is available and children make choices from the low-level, well-labelled storage boxes. The conservatory is used as a quiet room and children enjoy sitting cosily with the childminder to share stories. The garden is also very well planned and equipped to enhance children's knowledge and understanding of the world through growing and observing plants and herbs. Their physical and creative development is also encouraged through sit and ride toys, balancing, bats and balls and using the easel or beating the saucepans which hang from the fence.

The childminder carries out effective self-evaluation of her provision and finds this process extremely useful as a tool for ongoing development. She continues to update her training and develop her knowledge through regular meetings with other childminders and her support worker. The childminder is passionate about caring for children and is highly motivated and therefore continues to strive for improvement.

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

Children's development in all areas of learning is meticulously promoted through high-quality observations and rigorous assessment of children's learning. This helps the childminder identify and plan for their next steps, skilfully linking planning to their favourite activities. This leads to the children making exceptional progress from their starting points. The childminder provides challenging experiences across the areas of learning and children are very active learners. A balance of adult- and child-led activities is available and there is continual purposeful play and exploration.

Children flourish as the childminder supports their learning by asking questions to make them think. For example, children find some plastic flowers in a building set and the childminder fully extends their observation and language skills as she encourages them to consider their similarities and differences and their problem solving, reasoning and numeracy skills. The childminder encourages their awareness of shapes and sizes as they use construction kits, to consider different scales as they decide what would fit through the doors of their model house if it were real, or to count how many play people fit in a van. Children show exceptional imagination as they create stories and develop scenarios around the multi-cultural figures and the animals or experiment with sounds as they strike the saucepans hanging in the garden. The childminder extends their language and they confidently name the crocodiles, giraffes, rhinoceros and elephants. She extends children's interest in listening to a story about elephants by inviting them to do a related craft activity, making links in their learning. Innovative resources encourage children's exploration and skills, such as trays of leaves and conkers or balancing logs. Children show high levels of confidence as they help themselves to toys and books. They sometimes bring toys into the lounge room to give themselves additional space to play. Signs are displayed showing other languages and the home language of children who speak English as an additional language. This values their home language and helps boost their self-esteem.

Children's safety is a high priority and the childminder helps them to learn how to keep themselves safe. Children join in regular fire evacuation drills and describe how to stay safe when crossing roads, showing exceptional awareness. They share toys and understand they need to keep the environment tidy. Children begin to understand their own needs and those of others as they support each other when

playing together. Children behave extremely well. They cooperate, share and are thoughtful towards each other. For example, children pass toys to each other to further support their play. Children also make friends, respect one another and accept differences, such as younger children not wishing to join in some activities. Children receive exceptional support, reassurance and respect from the childminder. This enables development in self-esteem, self-worth and helps them to believe in themselves, as well as learning the importance of making a positive contribution to their communities and families. Children develop very valuable skills for their future lives. They are encouraged to ask questions and develop varied interests. Children are provided with resources, time and attention required to ensure they develop all key skills needed for the future.

Children's good health and well-being is promoted to a high level. They show exceptional understanding of how to keep themselves clean as they follow rigorous hygiene routines. They know to use their individual towels when they wash their hands to prevent the spread of germs. They look at and talk about poster displays that promote hygiene and show exercises for them to try later, such as balancing, skipping and jumping. They enjoy many opportunities for energetic play in the garden and parks and walk to and from local schools and pre-schools. The childminder has a robust knowledge of the children's individual dietary requirements and ensures that she abides by the wishes of the parents regarding food and drinks. She provides healthy and nutritious snacks and meals for the children. They enjoy snacks including bread sticks, dried and fresh fruit. Cooked lunches include shepherd's pie and vegetables or vegetarian lasagne. This helps children develop and enjoy very healthy lifestyles.

## 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

The quality of the provision in the Early Years Foundation Stage	1
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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
--	-----