

## Inspection report for early years provision

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<b>Unique reference number</b>	EY286031
<b>Inspection date</b>	27/09/2011
<b>Inspector</b>	Bridget Copson
<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 2004. She lives with her husband and child aged 11 years in Andover, Hampshire. The childminder is registered to work with an assistant. The accommodation available for childminding includes use of the sitting room and kitchen on the ground floor. The first floor is used for sleeping in the bedrooms and to access the bathroom. There is a garden to the rear of the house for outdoor play. The family has two cats.

The childminder is registered to care for a maximum of six children at any one time, three of whom may be in the early years age group. She is currently minding three children in the early years age group. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder delivers and collects children from the local settings.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met with care and consideration. This is enhanced through good partnerships with parents, and generally well with other settings children attend. Children are all included equally within the provision, and their learning is promoted effectively. As a result, children are making good progress towards the early learning goals. Since registering the childminder has demonstrated a commitment to maintaining continuous improvement. She has started evaluating her provision, but does not always use this to ensure all requirements are met or to include the views of parents.

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

To meet the specific requirements of the EYFS, the registered person must:

- keep a record clearly stating when all the risk assessments were carried out and the date of review and any action carried out (Documentation).
- 27/10/2011

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

- improve the systems for working together with other practitioners to further support children's transition between settings
- improve further systems of reflective practice and self-evaluation to identify priorities for development that will improve the quality of the provision for all children, and include the views of parents.

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

Children's welfare is safeguarded by the childminder who has effective systems in place to help ensure their safety and well-being. She has a clear understanding of her child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children. Policies, procedures and risk assessments are implemented to help ensure good standards of health and safety are maintained. However, the childminder does not keep a record stating when all risk assessments were carried out, and the date of review and any action was carried out. This is a breach of a requirement. Otherwise, the childminder maintains a safe and secure environment and provides close supervision at home and on outings to help keep children safe and secure.

The childminder has effective systems to evaluate the quality of her provision. She has made many improvements to her provision since the last inspection, and updated her knowledge and skills through training courses. She has not completed a self-evaluation form to promote continuing reflective practice. As a result, priorities for development are not identified for all areas of the provision to further meet children's individual needs.

The childminder works efficiently with her assistant in preparing a warm and welcoming environment. This provides children with a good range of easily accessible activities to promote their independent play. In addition, children benefit from close support and lots of one to one interaction. The childminder and assistant promote positive behaviour and attitudes through consistent message and lots of encouragement and praise. As a result, children are learning about the needs and feelings of others through sharing, taking turns and playing kindly. The childminder ensures activities are fully inclusive for all attending. Resources provide a reflection of diversity to support children in learning about the cultures and beliefs of others.

The childminder has established successful partnerships with parents who are provided with clear information regarding her provision. Parents are kept well informed through displays, daily communication and home link books. Parents are encouraged to get involved through contributing to their child's learning Journey. However, their views are not otherwise used to evaluate the provision and promote improvements. Some children also attend other early years settings. The childminder has established links with the practitioners to promote children's well-being and welfare. However, this system does not promote consistency of children's learning during the their transition between the settings.

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

Children's development is monitored and promoted effectively to support them in progressing well in all areas of learning. The childminder completes a Learning and Development Journey for each child with key learning objectives every three months, and a summary of their overall development. From this information, the childminder develops generic plans each week with a balance of free-play and organised activities. This is used, along with the continuous provision to help children work towards the early learning goals. The childminder and her assistant know the children well and provide activities to support their interests and stage of development. They offer close support and some extension in their play to stretch children, although on occasions this can be too challenging for some.

Children are happy and settled. They demonstrate a good sense of well-being and are developing warm attachments to the childminder and her assistant; for example, they explore freely and confidently whilst always returning to the adults for loving cuddles and reassurance. They focus well in their play and settle well at sleep times. Children communicate their needs and feelings well. They shriek out to get attention, smile, share lots of laughter, clap when pleased with themselves and use their emerging language skills. Children arriving from pre-school are asked questions to encourage them to think and recall the morning events and to feel fully included. Children enjoy books, which they choose for the adults to read and return to again and again. They join in singing songs and action rhymes with enthusiasm. They have some opportunities to mark make purposefully. Children are developing a good understanding of numbers. They hear the childminder and assistant count aloud in many activities and explore shape, size and position when completing puzzles with support. Younger children explore objects to find out what they do; for example, infants point to the dried pasta in a clear shaker and chuckle with delight when they shake it and it makes a noise.

Children are involved within the local community in which many of them also live. They attend regular groups each week and use many local facilities; for example, gym sessions, trips to the library, farm parks and play parks. Children learn about the natural environment throughout the changing seasons. They explore growth and change; for example, they plant fruits, vegetables and herbs which they harvest and eat at snack times. Children use their imaginations well. They enjoy music, singing and role play with small world toys. They also have opportunities to explore different media and materials in sensory and creative activities.

Children feel safe and secure within the childminder's care which they demonstrate through their confident exploration and trusting relationships established. They are supported well in learning about keeping safe through her house rules, and learning about road safety on walks when older. Children's health is promoted well within a clean and hygienic environment. Their healthy lifestyles are supported through healthy options at lunch and snack times. They also benefit from physical play activities everyday both at home and within the local community. This promotes their emerging mobility, physical development and fitness.

## 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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