

## Inspection report for early years provision

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<b>Unique reference number</b>	EY261529
<b>Inspection date</b>	16/11/2010
<b>Inspector</b>	Catherine Sample
<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.

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 was registered in 2003. She lives with her 19 year old daughter in Farnborough, Hampshire. Childminding takes place on the ground floor of the home, with toilet and sleep facilities provided in this area. The garden has been excluded from the registration although children have other opportunities for outside play. Access to the front door is via two steps and there are also steps leading from the pavement to the front path. The family has fish, four cats and a rabbit.

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 six children under eight at any one time, of whom three may be in the early years age group. The childminder currently has one child in this age group on roll.

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

Overall the quality of the provision is satisfactory.

Children are safe and settled. They are making appropriate progress in most areas, although the childminder is still developing her observation and assessments of their achievements to ensure that she can plan fully for their unique learning needs. She works in partnership with parents to ensure that she can meet children's individual requirements. She takes positive steps to enable all children to take part and achieve their potential. She reflects on the quality of her provision and is able to make changes to improve outcomes for children. She does not, however, currently keep a record of fire drills.

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

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

- ensure that regular evacuation drills are carried out and record details in a fire log book of any problems encountered and how they were resolved
- continue to develop systems for observing and assessing children's progress and use them to identify learning priorities and plan relevant and motivating learning experiences for each child
- provide more opportunities for children to explore and experiment with different creative materials to allow them to respond to experiences and express and communicate their ideas

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

The childminder's sound organisational skills help her to meet children's needs appropriately. She effectively implements a varied range of policies and procedures and keeps all legally required records. She does not, however, currently keep a record of fire drills which would pinpoint any problems encountered. She organises the learning environment to ensure that children can easily access the appropriate range of resources and to provide a welcoming atmosphere. The garden is not used for childminding so the childminder makes use of local parks to ensure that children have fresh air and exercise. Children are safeguarded appropriately. The childminder has a sound knowledge of child protection issues and is planning to attend advanced safeguarding training. She takes positive steps to protect children from unvetted persons, such as ensuring workmen only visit when children are not present. Daily safety checks and a full risk assessment ensure children are cared for in a safe and secure environment. The childminder monitors her practice to ensure that she meets the requirements of the Early Years Foundation Stage, and that outcomes for children are continuously improved. She has made various changes, including the provision of hand sanitiser in the cloakroom, and more liaising with parents to ensure that children's home language is valued and used in the setting.

Children benefit from the appropriate working relationship between the childminder and their parents. Information is shared effectively through discussion and a communication book, and the childminder has received positive feedback from parents about the way in which she has helped children to settle in. The childminder knows about children's backgrounds and needs, and this helps her to identify any possible barriers to achievement. She takes positive steps to remove these, such as working with parents to ensure that she understands the family's culture and values their home language. She also supports children who speak English as an additional language by using Makaton sign language.

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

Children are learning about how to stay safe as the childminder talks to them about road safety, stranger danger and everyday hazards, such as hot or sharp items. She ensures that the environment is safe and secure, and as a result children are developing their confidence and beginning to move around freely. They are also learning about healthy lifestyles, as they use hand sanitiser and wipes to clean their hands and take part in regular exercise in the park. The childminder talks to them about healthy foods and respects individual dietary needs. Children are learning to say please and thank you, and the childminder uses books about feelings and behaviour to help children develop positive attitudes to others. They are developing self confidence as they learn to play independently and with other children at toddler groups and at the homes of other childminders. They are also developing independent skills, such as helping to tidy away the toys.

Children enjoy an appropriate range of activities that cater for their interests and learning needs. They can easily reach a sufficient selection of toys, and as they settle in they develop the confidence to choose what they want to do. They particularly like exploring textured books and objects and looking at board books. They are developing their communication skills as the childminder uses sign language and some words in their home language to support them. The childminder introduces new vocabulary and encourages children to interact with her. She talks about colour, number, shape and size as she plays with young children. For example, as children stack different sized rings she counts how many there are. Children play with varied resources that show positive images of diversity, such as books and small world figures, and the childminder plans to celebrate festivals that are special to their families. Young children do not currently have sufficient opportunities to explore creative materials although the childminder does have a varied range of art and craft materials. The childminder makes weekly observations and uses these to assess children's progress. At present she does not link these to the different areas of learning, or formally identify the next steps that children need to take. She does, however, use them to assess how well children are settling in and to identify new ways to meet their needs, such as substituting a doodle board for crayons.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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