

## Inspection report for early years provision

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<b>Unique reference number</b>	EY426115
<b>Inspection date</b>	25/10/2011
<b>Inspector</b>	Marilyn Joy
<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 2011. She lives with her husband and two young daughters who are both under eight years in a detached home on the outskirts of Andover in Hampshire. All of the home may be used for childminding, although upstairs is only used for sleeping. There is an enclosed rear garden available for outside play. The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is registered to provide care for up to four children under the age of eight years at any one time, of these, two may be in the early years age range. The childminder is currently minding four children in the early years age group and one who is at school. The family has a dog and a rabbit. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder offers an extremely well-organised, safe and challenging environment where positive outcomes are promoted and children make good progress overall in their learning and development. Exemplary partnerships are forged with parents, which provides a firm foundation from which children can grow and develop. The childminder is eager to develop her provision and is beginning to identify how she is going to do this. Safeguarding children is given the highest priority.

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

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

- develop further the arrangements for analysing children's starting points and what they can do in order to consolidate their learning and plan their next steps
- extend opportunities for children to experiment with a range of different materials and tools so that they can explore making marks and writing freely as they play.

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

Excellent arrangements are in place for safeguarding children's welfare. The childminder has an extremely comprehensive understanding of child protection issues and her responsibilities for protecting children from harm. Exceptionally thorough risk assessments and daily checks, as well as vigilant supervision, all contribute towards keeping children safe and secure at all times. Regulatory documentation is maintained to a very high standard and provides the childminder

with all the required information she needs. Extremely thorough policies and procedures underpin the childminder's practice and help her to ensure children are well cared for and their individual needs responded to.

The childminder is enthusiastic and keen to offer high quality care and learning. She has thoroughly reviewed her provision identifying her clear strengths and the good practice she achieves. Areas for further improvement are beginning to be identified which will help her to achieve the high expectations she sets herself. For example, she is currently attending training to develop her skills and expertise. The childminder responds positively to feedback and seeks parents' views about the service she provides through a very detailed questionnaire. The childminder organises her home well so that children can move around freely and safely, indoors and outdoors, making choices about what they want to do. Children benefit from the wide range of good quality resources available. Most are easily accessible and used effectively to support their progression. However, creative materials and resources for mark making are up high which means they are not freely available for children to extend their play unless planned for or requested. Age-appropriate equipment and toys mean that all ages can participate fully and feel valued. Equality and diversity are incorporated well within the care provided.

Excellent partnerships are developed with parents. They are extremely well informed about all aspects of children's achievement, well-being and development through an extensive range of written materials and ongoing discussions. Highly positive relationships help the childminder ensure parents are satisfied with the care provided. Parental comments are extremely complimentary and refer to the good progress their child is making and how happy they are. Parents are thoroughly involved in children's learning and development. They regularly review and contribute towards their learning records. The childminder is fully aware of the importance of working with other agencies and settings children attend. She establishes clear links prior to children starting in order to achieve a smooth transition and facilitate continuity in their care.

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

Children are extremely comfortable and at ease in an environment where their safety is of paramount consideration. High quality interaction and exemplary organisation of routines help all children to gain a strong sense of security and feel safe in the childminder's care. Older children are helped to understand about keeping themselves safe. For example, road safety is introduced exceptionally well so that they understand that they cannot run out into the road and what the dangers are. As a result, children confidently explain that they have to walk, not run, and hold hands when crossing the road. Children learn about the importance of tidying up so that they do not fall over and taking care when playing with bats and balls in the garden. Young children demonstrate how settled and confident they are by how quickly they settle to sleep.

A healthy lifestyle is effectively promoted through the provision of healthy snacks,

good hygiene routines and fresh air. Children confidently explain why they have to wash their hands when they carefully wash them with soap. They each have their own towel, which helps to reduce the risk of cross-infection and at the same time encourages them to become familiar with their name. Children engage in a wide range of physical activities increasing their understanding about the importance of regular exercise. They develop their hand-eye coordination as they build a tower or attempt to hit a ball with a bat when playing in the garden. Toddlers are given a large ball to play with and squeal with delight when they manage to kick it. A variety of activities are set up outside, which encourages outdoor play. It also ensures children who prefer being outside still experience a wide range of activities, even cooking. Children shape and manipulate dough, explore volume and capacity in the sand tray and develop their imaginations in the play house. Their play is supported well by the childminder who extends their language and ideas as she joins in. Communication and mathematical skills are easily introduced as they talk about what they are doing, identify colours and count. Babies' attempts at speech are echoed and conversations modelled.

Weekly outings and visits to local toddler groups broaden children's experiences and provide opportunities for them to socialise with their peers and gain confidence in different environments. Activities are led by children's interests and seasonal themes. For example, a topic about insects involves looking at reference books to find out about the features of living things; they count how many spots on a ladybird and then create a model by cutting out shapes to make a spider. Children's enjoyment in the activities offered is evident in the photos in their learning journals. The childminder regularly observes children and records what they are doing. She logs her observations against the expectations of the early learning goals according to their age and stage of development. However, she does not always check their learning is consolidated and the stage of development is secure so that she can effectively plan their next steps. Overall, children make good progress because of the wide range of activities they are offered and the effective support they receive. They show good levels of self-esteem and build strong relationships with one another and the childminder.

## 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	1
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	1

### 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	1
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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