

## Inspection report for early years provision

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<b>Unique reference number</b>	112989
<b>Inspection date</b>	20/10/2011
<b>Inspector</b>	Judith Reed
<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 registered in 1998. She lives with her husband, two school age children and one adult child, in Blackwater, Hampshire. Their home is close to local schools, parks and shops. Childminding takes place mainly on the ground floor of the home. The children have access to an enclosed garden for outdoor play. The family has a pet cat and some chickens.

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 five children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding one child in this age range on a part-time basis. The childminder walks children to and from local schools and pre-schools and they regularly visit local parks and the library.

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

Overall the quality of the provision is satisfactory.

Children are happy and settled with the childminder as she knows them well and meets their individual needs overall. Observation and assessment systems monitor children's achievements; however, the current systems are not consistent, and findings are not yet shared with parents to enhance children's individual progress. Most documentation is in place to support children's welfare appropriately; however, the system of risk assessment does not currently cover everything with which a child may have contact. The childminder takes positive steps to improve her practice and carries out an appropriate evaluation to assess her strengths and identify areas of weakness. Therefore, the childminder is well-placed to maintain continuous improvement and enhance outcomes for children.

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

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

- extend observations and assessment systems to enable consistency of children's individual progress and development towards the early learning goals
- review the risk assessment to ensure it covers anything with which a child may come into contact, including the suitability of toys for younger children
- involve parents in their children's learning and development through sharing children's progress and learning records and discussing their child's next steps for development.

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

Children are safeguarded as the childminder is aware of the procedures to follow if she has any concerns. A clear safeguarding policy is in place and the childminder keeps parents informed about all her policies and procedures. The childminder carries out risk assessments around her home, garden and for many different outings. She uses several items of safety equipment to ensure children's safety, including low fences between the kitchen and play areas, and in the garden. However, the risk assessment does not currently cover everything with which a child may have contact. For example, young children sometimes play with toys which are not always appropriate for their age and stage of development and pose a risk to their safety, such as cars not suitable for those under three years of age. All other necessary documentation is in place to enable the childminder's service to families and support children's health and safety sufficiently.

The childminder builds sound professional relationships with the parents and keeps them informed about their children's activities through a daily diary. She talks to parents about their children when they commence to ascertain starting points for their learning journey. However, the childminder does not currently share children's learning journey records, or discuss their next steps for development with their parents. Evaluative feedback from parents states that they are very happy with the caring, home from home environment which the childminder provides. They appreciate that the childminder enables children to socialise when attending groups and begin to make friends. The childminder is aware of the importance of building relationships with other providers of early years care to ensure consistency for the children. She is prepared to work with outside agencies to support children when necessary.

The childminder has an equal opportunities policy in place and some toys and books reflect diversity. She takes children to toddler groups where they acknowledge various festivals and learn about other cultures. The learning environment and resources are available to all children. A wide choice of activities and toys are available and the children help themselves from around the room. The garden is used for a number of activities including physical play and children are regularly taken to local parks for nature trails and picnics.

The childminder assess her practice through self-evaluation, meeting most of the recommendations from the previous inspection. The childminder shows she is keen to improve and takes positive steps to do so, meeting with other childminders and an advisor to discuss good practice. The childminder keeps her training up to date and therefore continues ongoing development of the childminding provision.

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

Children's development is supported as the childminder knows them well and plays with them. She gathers information from parents when they commence and this helps to set starting points for their learning journey. Children's development and learning is recorded through a number of observations. The childminder sometimes sets next steps for children's development, although this is not yet consistent. She tracks children's progress within the Early Years Foundation Stage, ensuring all six areas of learning are developing.

Children enjoy exploring the toys around the room and are active learners. They enjoy playing with balls and rolling them to and fro. This helps children to learn about taking turns and making friends, supporting their personal, social and emotional development. The childminder is very familiar with the children in her care and knows their current stage of development. She enables them to play with some stacking cups. The childminder talks to children encouraging their communication skills, asking "Where has it gone?" and "Shall we do that one?" She also offers children a stacking rings activity and the children enjoy feeling and exploring the wooden rings. When children begin to become unsettled, the childminder asks if they would like a story and they sit cosily on the sofa together. Children are familiar with how books work and turn the pages as the childminder reads the words, demonstrating their development in communication, language and literacy.

Children's safety is important to the childminder and she helps them learn how to keep themselves safe. Children join in regular fire evacuation drills and the childminder discusses safety issues such as crossing roads when they are out and about. They learn to cross roads with the lollipop lady. Children behave well and begin to learn about rules. They receive guidance from the childminder who explains behaviour issues and gives verbal praise. Children are encouraged to make their own choices and be aware of the feelings of others. Children make friends when they attend local toddler groups or the children's centre. They share toys and play as a group, communicating with each other. Children develop suitable skills for their future lives as the childminder demonstrates literacy and numeracy through everyday situations. She counts animals observed and reads labels and instructions. The childminder also encourages children to learn to respect others and have good manners.

Children's health and well being is supported as the childminder provides a nutritious, balanced diet which includes a variety of fruit and vegetables. She helps children learn about washing hands before eating or after being in the garden. The childminder follows appropriate nappy changing procedures. She carefully cleans the high chair after use and ensures worktops are also cleaned with anti-bacterial spray. Children are regularly encouraged to drink water. They visit activity centres to help develop co-ordination skills and have exercise.

## 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

The quality of the provision in the Early Years Foundation Stage	3
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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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