

## Inspection report for early years provision

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<b>Unique reference number</b>	151037
<b>Inspection date</b>	01/11/2011
<b>Inspector</b>	Tracy Bartholomew

<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 has been registered since 1986. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for six children under eight years of age at any one time. Of these, three may be in the early years age group. There are currently four children on roll in the early year's age group, who attend on a full-time and part-time basis. The childminder lives with her husband and two adult children in Chineham, a residential area on the outskirts of Basingstoke. Local amenities are within walking distance. The downstairs areas are mainly used for childminding with access to the first floor for sleeping. There is an enclosed garden for outdoor play. The family has a dog.

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

Overall the quality of the provision is outstanding.

Children benefit immensely from the exceptional high quality care that they receive in the care of this childminder. She ensures that the individual needs of all children are extremely well considered and she systematically promotes their safety. Highly effective partnerships with parents and others significantly enhance the quality of provision for children. Effective policies and procedures are in place and overall parents are provided with high quality information. The childminder reflects on her practice exceptionally well and demonstrates an excellent capacity to maintain continuous improvement.

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

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

- strengthening further the highly effective two-way flow of information with parents, by clarifying minor irrelevant details regarding the safeguarding children procedure.

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

The childminder safeguards children extremely well. She maintains effective risk assessments, as required, in order to promote children's safety. The childminder holds a relevant childcare qualification and has recently attended safeguarding training, which ensures her knowledge in this area is up to date. Her very secure understanding of child protection issues and procedures helps to safeguard the children's welfare. The childminder carefully maintains her records and has a

comprehensive set of policies and procedures.

The childminder is passionate about her work with children and shows an excellent commitment to developing her knowledge of childcare and education. She demonstrates her commitment by evaluating her practice and constantly seeking ways to promote improvement and keep standards consistently high. For example, she has recently gained a further qualification and is clear about her future training needs. The childminder's excellent systems for self-evaluation help her to provide exceptional care for the children.

The childminder creates an excellent child-centred environment for the children. Toys and resources are set out creatively, are freely available for the children to access, and help to develop their independence. Resources are plentiful and used exceptionally well by the childminder to promote children's learning. Equality and diversity practices are outstanding. The childminder promotes children's individual needs extremely well. She clearly helps children to understand about diversity and learn to celebrate people's differences. She provides them with an excellent range of toys and resources, including those that support positive images of the wider world and disability. Excellent opportunities are promoted for the children to develop and extend their social skills. Trips out in the local community creatively help children to gain an understanding of the world around them.

The childminder engages with parents extremely well. She provides them with an excellent range of information overall, although some minor information relating to safeguarding children is not relevant to her service. Parents are extremely happy with the service provided as shown through the children's records and parent questionnaires. For example, comments show that parents feel the childminder is 'caring, capable and experienced'. They are fully aware of their children's development and feel they work exceptionally well with the childminder. As a result, children's learning and development needs are consistently well promoted. The childminder is committed to working in partnership with other professionals and works exceptionally well with other settings that children attend. Together reference books are used to share exceptional practice and key worker observations. As a result, high quality and well established channels of communication are promoted between all partners involved with individual children. This successfully promotes the children's learning, development and welfare.

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

Children are highly settled and comfortable. Exceptional relationships are evident and this is expressed when children seek comfort, for example, before a sleep. Children seek reassurance when the childminder sees to the individual welfare needs of another a child and when they are introduced to visitors. This shows they have excellent trusting relationships with her. The childminder keeps comprehensive records of children's learning and development. These clearly show

the steps she is taking to enhance and promote their progress. Observational assessment is linked to all areas of learning and children are making excellent progress. The childminder promotes the children's interests exceptionally well and plans future activities with these in mind. Children's learning is consistently promoted through use of displays of children's artwork, photographs and informative posters. This makes the home inviting and gives the children visual learning points to reinforce their early awareness of letters and numbers.

Children are extremely well supported as the childminder spends her time talking, singing and playing with the them. They benefit immensely from playing with musical instruments. For example, they develop their coordination skills as they use the baton on the xylophone and ring the bells. Children have daily opportunities to be outdoors in the fresh air and take part in physical activities. For example, they play in the garden and investigate using a wide range of resources. These include plastic bottles, guttering for water experiments and role-play in the playhouse. Children attend various activities in the local area, such as toddler groups and parks. As a result, they have opportunities to play on variety of apparatus to develop and strengthen their large muscle movements. This clearly helps to promote their understanding of a healthy lifestyle. The childminder allows children to explore and investigate many natural and manmade objects, such as wooden items, cardboard boxes and fruit and vegetables. Photographs show that children have many opportunities to develop their creative skills, for instance, as they create candles from fabric and glitter. Children's language skills are developing exceptionally well. As younger children babble in their play, the childminder reiterates their words. Other activities such as watching interactive DVDs further support children's literacy and development of sign language. The childminder is continually talking with the children helping to develop their communication skills.

The childminder has very clear procedures in place to prevent the risk of cross infection. For example, nappy changing procedures are methodical. High quality hygiene routines are maintained to help protect children from infection. Young children are taught from an early age the importance of appropriate hygiene routines and implement these with minimal reminding. The childminder talks to the children consistently while they are washing their hands, to explaining the reasons why. This gives them an excellent early awareness of good personal hygiene routines. Children are encouraged to use a spoon to help them develop their independence as they learn to feed themselves. They have opportunities to grow and harvest vegetables in the garden, which means they are actively involved in learning about healthy eating.

Children learn to keep themselves safe exceptionally well as the childminder continually encourages their awareness through play. For example, they talk about the role-play toaster being hot. Children benefit immensely from many activities to support their development in all areas of learning. For example, young children have access to telephones and electronic toys to help them develop early skills in information and communication technology. They learn how to behave socially by following the simple house rules. The childminder is an excellent role model who continually encourages and praises the children helping to develop their confidence and self-esteem. Children are provided with an excellent range of opportunities

and experiences that help them to develop many skills for their future learning.

## 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

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### 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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met