

## Inspection report for early years provision

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<b>Unique reference number</b>	EY424433
<b>Inspection date</b>	07/11/2011
<b>Inspector</b>	Christine Clint

<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 registered in 2011. She lives with one child of school age in Hayling Island in Hampshire. The family has a cat. Children play on the ground floor only in the open plan home, including a conservatory and a secure garden. Toilet facilities are situated on the first floor. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She may care for six children under the age of eight years; of these, three children may be in the early years age group. The childminder is also registered to care for one child overnight. Currently four children are being cared for on a part-time basis, three children are in the early years age group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder plans effectively to follow children's daily routines and has highly positive relationships with parents. She provides a happy, well-resourced child-centred environment, where children receive a good level of care and attention. She is developing systems to further improve children's already good levels of progress, as her use of observations to plan for their next steps is not yet fully effective. The childminder demonstrates sufficient capacity to maintain improvement as she develops her provision. However, although she has attended childminder training she has not yet fully met the course requirements. She safeguards the children appropriately, but does not record all risk assessments to support their review.

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

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

- update the record of risk assessment to show when it was carried out, date of review and any action taken following a review or incident. (Documentation) 09/12/2011

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

- further develop the systems for identify children's progress and use these observations to plan individual children's next steps in learning
- complete training made available by the local authority and other sources to further improve knowledge of the Early Years Foundation Stage.

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

The childminder fully understands the need to safeguard children in her care and she shows that she is protecting them during their play and daily routines. She is aware of the procedures to follow if there are any concerns about their welfare and she shares this information with parents. The childminder provides safety equipment to protect children from hazards within the home. She shows continual awareness of supervising children in her care to ensure their safety. She has begun to record some details of risk assessment and identifies aspects of the children's environment that need more frequent checking. However, she does not record when these checks are carried out or when risk assessments are reviewed. This breaches requirements. The childminder displays information for parents and this includes the dates of planned fire drills, which she effectively practises with the children in her care. All required information and parental consents are in place for individual children. The childminder has a clear understanding of the procedures for recording accidents and any medication required. The childminder is keen to meet parents' needs and to deal with any complaints promptly; she displays a poster with Ofsted's contact details for parents to see.

The childminder is beginning to evaluate her provision and shows sufficient drive and capacity to maintain its continual development. She has made many changes in her home and garden to provide a child-centred environment and displays information for parents. She organises and develops suitable systems of record keeping overall. She shows a sound commitment to evaluating children's needs throughout the day and of gauging their levels of play. She is clearly working to promote children's personal, social and emotional development and is beginning to identify their areas of progress. She provides a wide choice of activities and resources to stimulate all areas of learning. She concentrates on introducing activities at a pace that is suitable for the concentration span of the toddlers attending. The childminder has some resources to reflect differences; she is aware of promoting children's understanding of diversity in the wider world and shows an open attitude to promoting the awareness of younger children. However, although she has attended childminder training she has not fully completed all requirements of the course. This does not reinforce her knowledge as she begins to evaluate the effectiveness of her provision.

There are clearly well-established relationships with parents. The childminder uses daily diaries for each child in her care to inform parents fully of all daily routines and of children's achievements. Parents show enthusiasm for recording information from home, for example, sharing plans for toilet training or encouragement to eat fruits. The childminder uses this information to link with daily routines and planning for children's play. There is frequent dialogue with parents and children happily talk about home and family members during their play. The childminder is aware of the need to develop partnerships with others supporting the children, when the need arises.

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

Children happily bounce on the trampoline in the garden and feel safe and secure because they are enclosed and well supervised. They share the ball and roll this between them, learning to be polite and say please and thank you when the childminder reminds them. They show interest when the childminder suggests coming inside to make cups of tea and play with the dolls' tea-set. Children follow regular routines and learn to take off their shoes and coats themselves. They learn about personal hygiene because the childminder talks to them when she notices their noses need to be wiped; she helps them and children instantly show that this feels better. They are also beginning to recognise routines for toileting and learning to ask the childminder in advance. Children demonstrate good understanding of safety issues. The childminder supervises them fully on the stairs and children are eager to show how accomplished they are as they come down the stairs backwards for safety.

Children are confident within the childminder's home and with each other. They move about on the ground floor, finding items to play with. They pretend to pour cups of tea and share these. They ask what the tweezers are for and the childminder explains that these are part of the doctors set; she shows children how small items are picked up with tweezers and they practise. They use their hands well and purposefully fit items together. Children have good skills of communication and the childminder continually encourages this during conversations. She explains words and encourages repetition, she asks children open-ended questions and they are clearly developing their understanding. All the children show a strong interest in books and reading from pictures, they talk together about the pictures and show interest in the story the childminder is reading. They recognise and name characters in the book. The childminder encourages children to be part of the local community; they attend toddler groups and go to the beach. This builds on children's knowledge and awareness of their surroundings.

Children make independent choices and move between the play resources freely, often starting to play alone, and increase their levels of concentration. They arrange small items in the dolls' house, or move vehicles in the garage on the floor. They enjoy indoor physical play and ride on the rocker or scoot up and down on the small motorbike. They have good understanding of healthy life styles. They are keen to have drinks and snacks and know the routine for hand washing before eating; they all sit at the table to eat and drink together. Children are interested in helping cut up the fruit and confidently announce when they like or dislike something. They eat healthily and clearly enjoy the raisins and biscuits, but do not all like kiwi fruit. They have very regular routines agreed with parents to meet their needs and children recognise when they feel tired. They seek support from the childminder and eagerly look forward to a special story and a sleep.

Children sing spontaneously, repeating rhyming words from the music tapes that they hear in the car. Children capably use different utensils with the play dough, learning to squeeze and roll out their own different coloured lumps. They talk

about shapes and sizes, and learn to share different items. They are excited about painting and all wear aprons to make prints with sponge shapes. They know what a spider shape looks like and the childminder encourages them to count the legs. They relish the freedom to paint their hands and make prints as well, saying they are for 'mummy and daddy'. Children have lots of praise from the childminder and this encourages them to build relationships and raises their self-esteem. They show a strong sense of belonging and are developing good skills for the future.

## 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	2
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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- include a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email. (Procedures for dealing with complaints) 09/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report. (Procedures for dealing with complaints) 09/12/2011