

## Inspection report for early years provision

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<b>Unique reference number</b>	EY421849
<b>Inspection date</b>	23/11/2011
<b>Inspector</b>	Jacqueline Munden
<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 has been registered to care for children since 2011. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband, their adult daughter and her partner and child in Bitterne, Southampton. Childminding predominantly takes place on the ground floor where toilet facilities are available with a bedroom used upstairs for overnight care. Access to the premises is via two steps. There is an enclosed garden for outside play. The family has three dogs and a bird.

When working alone, the childminder is registered to provide care for six children from birth to eight years; three of these may be in the early years age group. The childminder is registered to work with another childminder and when doing so, may care for a maximum of 10 children under eight years, of whom, no more than five may be in the early years age group. There are currently three children on roll who attend, all of whom are in the early years age group. The childminder registered to care for two children overnight. The childminder has a relevant childcare qualification and is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are very happy and included in the safe and nurturing environment. The childminder forges strong relationships with parents and others involved in children's care. This helps her to meet each child's individual needs and successfully support most aspects of their learning and development. The required documentation and records are mainly in place to promote children's welfare and to meet most of the requirements for registration. The childminder is generally well organised and evaluates her practice effectively allowing her to identify areas to develop; demonstrating a strong commitment to making continuous improvements to benefit children.

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

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

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare) 30/11/2011

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

- further develop arrangements for tracking the activities children are involved

in to monitor progression in all aspects of the early learning goals.

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

Children are well safeguarded as the childminder and those living and working in the house are suitably vetted. Clear procedures are established for working with the other childminder she is registered to operate with. For example, they are clear about the procedure to follow should they have a concern regarding a child in their care. The childminder risk assesses the home and outings and takes effective measures to minimise possible risks. The wide range of policies and procedures that are shared with parents, underpin her good practice. Overall, children's good health and welfare are promoted well; children enjoy healthy and nutritious meals and effective hygiene routines are followed when changing nappies. However, the provider is in breach of the specific legal requirement to obtain parental consent to seek emergency medical treatment or advice. Therefore, she may not be able to respond appropriately in a medical emergency. The childminder's home is clean and welcoming. A wide range of resources are provided. Indoors, they are generally well organised with many being easily accessible for children to make choices. The childminder evaluates her provision and has a clear vision for the future. She makes development plans to help her achieve her goals and to improve outcomes for children. Since registration, the garden has been developed to provide an extension of the learning environment. Although still a work in progress, it already provides a covered area enabling children to play outdoors in all weathers.

The childminder promotes equality and diversity well. Children take part in activities at their own development level. For example, they use a wide range of equipment for creative play such as, chubby, easy grip crayons; brushes and sponge applicators for painting. The childminder is clear how to support children with special educational needs and/or disabilities. She works closely with parents and other professionals to support children's communication skills. This helps children feel included and valued as well as supporting their development. The childminder forges strong partnerships with parents from the outset. They report they are very pleased with the high level of care their children receive and the progress they make. They notice children are more confident and willing to try new foods. Information is regularly shared through discussion and the use of daily diaries. The childminder maintains a written record of children's development and the planned next steps to help them progress. This is shared with parents to keep them fully informed of their child's day and includes them in their child's learning. The childminder develops firm links with other providers of the Early Years Foundation Stage that children attend such as schools. This contributes greatly to children's continuity of care.

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

Children thoroughly enjoy their time with the caring childminder who provides a lively, vibrant environment. They feel safe and secure due to the strong relationships they form with the childminder, the other childminder and the other children. They show a great sense of belonging, high levels of confidence and develop good skills for future learning. They learn to recognise their names finding their name cards as they arrive. Children develop independence and learn to keep the home safe by hanging their coats and bags on the low level coat hooks. Children demonstrate kindness and consideration for others and encouraged to use good manners at all times. Children learn about the wider world through a broad range of equipment and activities that promotes diversity. For example, children make diva lights to celebrate the Diwali.

The childminder has a clear understanding of how children learn and generally plans well to help them progress in most areas of their learning and development. As a result, children make overall good progress in their learning and development. Although, arrangements are not in place to track the activities children are involved in to monitor their progression. The wide range of interesting activities provided both in and outside the home promotes children's learning and healthy lifestyles well. Children benefit from many opportunities to play and learn outdoors. For example, they explore a variety objects to make sounds and develop muscles as they ride on wheeled toys in the garden. They develop control of their bodies and learn new skills at soft play sessions and in swimming activities. Children learn about hygiene routines and healthy eating as they engage in cooking activities. They wash their hands and prepare their own meals such as pizza; they make and knead dough for the base and select vegetables for the topping.

A high focus is placed on developing children's language and communication skills. Children benefit from attending baby signing sessions at the local library where they learn additional ways to communicate. This is having a very positive impact as their vocabulary is increasing and they are becoming more confident talkers. The childminder engages children, using eye contact and singing songs as she changes their nappies. Children respond well, happily joining in and repeating the words and sounds she makes. Children use electronic toys and equipment, developing a good understanding of and ability to use technology.

## 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	2
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	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:	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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