

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY426187
<b>Inspection date</b>	29/11/2011
<b>Inspector</b>	Jacqueline Munden
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 in and works from the home of her mother who is also a childminder. Her father, partner and daughter live in the house 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 five children from birth to eight years; two of these may be in the early years age group. When working with her mother, they 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 five children on roll who attend, two of whom are in the early years age group. The childminder is registered to care for two children overnight. She supports children with special educational needs and/or disabilities. 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 welcomed into a safe and warm family environment where they are all valued and included. Relationships forged with parents and, overall with others, help to meet the children's individual needs. The childminder evaluates her practice well allowing her to identify areas to develop. This demonstrates a strong commitment to making continuous improvements to benefit children. As a result, children mostly make good progress in their learning and development.

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

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

- further develop systems to communicate and work with other settings to provide continuity in children's care and learning
- further develop systems of observation and assessment of each child to plan for their next steps and to track their progression in all areas of learning and development
- extend children's learning and development through increasing opportunities for parents to regularly review and contribute to development records.

## **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. The childminder is clear of the procedure to follow should she have a concern regarding a child in her care. Risk assessments of the home and for outings are conducted with effective measures taken to minimise any possible risks. The childminder works effectively with another childminder to supervise children and to keep them safe at all times. The close links the childminder creates with parents enables her to generally meet children's individual needs well. In particular, children with special educational needs and/or disabilities have their care and welfare routines met as requested by parents. All the appropriate records and parental consents are in place to promote children's good health and welfare. Parents are provided with copies of the wide range of written policies and procedures that underpin the childminder's good practice. Parents report they are very happy with the care and support their children receive. They enjoy being able to share information about their child's day and achievements through the daily diary; although, they are not regularly provided with opportunities to review and contribute to their child's development records. The childminder has initiated links with other settings children attend which is beginning to promote continuity in children's care and learning.

The childminder's home is clean and generally well organised allowing children space to play and explore both indoors and outside. She promotes equality and diversity well, concentrating on making sure all children can take part at their own development level. For example, activities are placed at a level that allows children with mobility restraints to comfortably join in. This thoughtful approach by the childminder has a significant impact on children's learning and makes them feel valued and included. A wide range of resources, much of which promotes diversity, is available; the organisation of which is beginning to be improved to allow all space to be used more efficiently. In the short time since registration, the childminder and her co-childminder have implemented generally effective systems to evaluate the provision. They reflect on their practice and obtain feedback from parents to help them identify areas for further expansion. Development plans show the improvements already made and those scheduled for the future. For example, the garden is being greatly developed to provide an interesting and stimulating environment that promotes all areas of learning. This demonstrates a strong ability to continuously improve outcomes for children.

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

Children are very happy and settled with the caring childminder who, overall, helps them to enjoy and achieve well. Children develop strong relationships with the childminder and the childminder she is registered to work with which helps children feel safe and secure. This is evident as children reach for a cuddle and comfort when tired and as they engage in activities. The childminder makes observations

and some plans for the next steps in children's learning and development. However, the system does not monitor children's progress in every aspect of each area of learning to fully promote children's progress. Children take part in a wide range of planned, adult-led activities both in and outdoors. These are carefully planned to meet the individual needs of children including those with any additional needs. For example, children increase their mobility as they develop physical skills and muscles on visits to the soft play area. At home, the childminder provides easy sit on toys to encourage children to push themselves along to further promote use their use of legs. As a result, children are becoming confident and motivated to move around and investigate toys and what other children are doing. This has a positive impact on all areas of children's learning and their pleasure. For example, they develop language and communication skills as they sit with other children listening to stories; they happily clap their hands joining in with action rhymes.

Activities are adapted to allow all children to take part to optimise their learning and enjoyment. For example, the large tray of pasta is placed on the floor making it more easily accessible for those children not standing to get to and explore. They relish sitting in the tray and being able to stretch and reach, further developing their muscles and control of their body. Children carefully investigate single tubes of the pasta, noticing the differences between the cooked and uncooked pieces. The childminder offers new words for the children to use to describe them, such as hard and soft. Children aged one year are thoroughly absorbed and concentrate hard; they use wooden and metal spoons to repeatedly scoop up the pasta pieces and place them in bowls and tip them out again. This helps them develop their coordination and allows them to consolidate their learning. Children aged two years confidently name the colours of the bowls and count them, 1,2,3. Children frequently use equipment that helps them learn about information, communication and technology appropriate to their level of development. For example, they use a range of computers and electronic toys. Children use a digital camera to photograph the models they build using recyclable materials. This promotes their self-esteem as their creative skills are valued as well as their use of technological equipment. As a result, children develop good skills for the future.

Children learn about healthy lifestyles well. They benefit from lots of opportunities to play and learn outdoors. Children follow effective hygiene routines to keep healthy such as washing their hands after using the toilet and before eating. They enjoy healthy nutritious meals and snacks the childminder provides. They learn what foods are good for them and are willing to try new foods. This is successfully encouraged as children help prepare and cook and serve some of their meals. Therefore children become independent and learn good self-care skills. Children are developing a good understanding of keeping safe as they learn to cross roads safely when out walking. They happily pack toys away when not using them to keep the floors free from tripping hazards. Children respond well to the childminder's positive approach to encouraging good behaviour. They are polite and kind to each other, learning to take turns and listen when others are talking. Children are developing good understanding of the wider world and other cultures as they play with multi-cultural toys and books.

## 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	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
------------------------------------------------------------------	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--------------------------------------------------------------------------------------------------	-----