

## Inspection report for early years provision

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<b>Unique reference number</b>	EY432773
<b>Inspection date</b>	04/01/2012
<b>Inspector</b>	Kerry Iden
<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 2011. She lives with her husband and their one child in the city of Portsmouth, Hampshire. The whole of the ground floor of the home is used for childminding and a first floor bedroom is used for day time naps and overnight care.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is registered to care for no more than four children at any one time, of whom no more than two may be in the early years age group. There are currently four children on roll, three of whom are in the early years age group and all children attend on a part time basis. The childminder walks or drives to local toddler groups, pre-schools, the park and other places of interest. The childminder is registered with the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder has made a strong start to her childminding and shows her enthusiasm in her work with children. She is developing her relationships with parents and shares detailed information about the care of the children to ensure their individual needs are met. Children feel relaxed and have settled well. The childminder has a reflective nature and is keen to continually drive improvement in her setting. Through prioritisation of her action plan the childminder will continue to raise standards for children.

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

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

- develop a two-way flow of information with other early years providers to ensure a collaborative approach to children's welfare, learning and development is fully achieved
- develop arrangements to routinely share information with parents about children's next steps for learning and how they are progressing

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

Children's safety is considered by the childminder. She took appropriate action when moving to her new house to reduce hazards to children. The childminder has a good understanding of safeguarding children. She is aware of her responsibilities and shares these with parents through her written policies. The childminder

completes risk assessments on her home and on outings in which the children participate. Evacuation drills help children understand important messages; these are recorded with good detail. Accidents are recorded and the childminder updates her skills and knowledge as she maintains a current paediatric first aid qualification to ensure children's well being in the event of an accident.

The childminder has worked hard and shown commitment since starting her childminding service. She is already taking considered steps to review and evaluate her practice which demonstrates her ability to drive improvement. Through self written action plans in connection with the Family Child Care Environment Rating Scale the childminder is identifying her strengths and weaknesses. She has prioritised areas for development that will have the biggest impact on the children. Her commitment to ongoing training will also support her professional knowledge. The childminder also considers the resources and activities she provides. Learning intentions are considered and an evaluation shows how she is reflective in daily practice. The dedicated space within the family home allows children to have ownership of the space. Art work is displayed to enable children to feel proud of their efforts. Open shelving and low level storage containers enable children to make decisions about their play. The childminder also adapts activities well to promote inclusive practice. Support and challenges are tailored to individual children whilst they are able to play alongside each other, for example, separate challenges through a sticking activity. The childminder works with the individual families to understand their child's needs. Settling in sessions enable parents to share details of routines and what they know about their child's development. In discussion with parents, where English is an additional language, the childminder supports the family and values their heritage.

The childminder is building relationships with all parents. Detailed information is shared with them initially and is ongoing. Daily communication sheets keep parents informed of care information and regular updates are offered through the day by text messages. The childminder is starting to share information with parents about how they can continue to support children's learning with some suggestions based on the identified next steps. The childminder has not yet shared the children's development records with parents which effectively highlights achievements and next steps in their development. She is aware to extend these relationships with others involved in the care of the children. However she has not yet made the links with other early year's providers some children attend.

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

Children have settled well given the amount of time they have been in the setting. They enjoy the company of the childminder who joins in with child-initiated play to extend their thinking. They are developing strong relationships with other children in the home and within the community as they participate in weekly toddler group sessions. They show good levels of independence as they move about the setting making their own decisions about their play. They initiate their own games too, allowing each other to take the lead, for example, through a spontaneous game of hide and seek. The childminder uses opportunities like this to extend children's awareness of numeracy as they hear numbers beyond what they already know.

The childminder also uses planned activities where she has given thought to the possible learning intentions. However these activities are open to the children's own interpretations. The childminder uses good levels of differentiation within these activities. For example, she introduces older children to scissors whilst allowing younger children to explore their sense of touch when using the glue. Both develop their fine motor skills in adding small objects to their sticking. An effective system has been implemented to chronologically record children's progress towards the early learning goals.

Children feel safe and relaxed which enables them to enjoy their time and achieve in their learning. They are learning, through routines, how to keep themselves safe, both inside the home and when away from the setting. The childminder consistently applies simple rules such as how to sit safely on the chairs. The childminder continues to consider children's safety in terms of good hygiene practices and children know to wash hands after a sticking activity. Children enjoy their snacks and some become involved in helping to prepare them or the table for them to sit at. Snacks are provided by the childminder and children know they need to eat their healthy snacks before they can have a biscuit. Physical activities are organised away from the setting. Children develop their skills using climbing equipment at the park or enjoy simply splashing in puddles as they go for a walk. Through spontaneous and planned activities children have the opportunity to develop skills for the future. Communication is encouraged through role play as children pretend to buy items from a shop. Shared stories become interactive as the childminder leaves pauses for rhyming words. She also uses interactive books for younger children to feel textures or lift flaps. They show curiosity when using electronic resources as they know by pressing buttons they can make lights and sounds work. Similarly, they are keen to develop structures with building blocks as they design and build. Children generally behave very well and with some support on occasion can share the equipment and take turns, enabling everyone to make a positive contribution.

## 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
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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