

## Inspection report for early years provision

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<b>Unique reference number</b>	EY430931
<b>Inspection date</b>	03/01/2012
<b>Inspector</b>	Hazel Farrant

<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 was registered in 2011. She lives with her husband and one teenage child in Farnborough, Hampshire. The whole house is used for childminding. There is a secure garden for outside play. The childminder is registered to care for a maximum of six children, of which three may be in the early year's age group. She is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently nine children on roll, seven of whom are in the early years age group. The childminder collects children from a variety of local schools and nurseries. She attends local parent and toddler groups, and childminder meetings. The childminder has two guinea pigs and a gold fish as family pets. She is a member of a recognised childminding network.

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

Overall the quality of the provision is outstanding.

The childminder recognises the uniqueness of each child and provides an extremely warm welcome to all children and their families. Children thrive in this inclusive environment and make excellent progress in their learning and development. Continuous improvement is successfully secured by the childminder's high aspirations for providing quality care. Overall, the systems in place provide children with excellent opportunities of independence.

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

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

- developing further systems to support children's growing independence by promoting their awareness of the range of toys and resources that are available.

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

The childminder has an excellent understanding of safeguarding issues and she attends regular training to ensure her knowledge is current. Comprehensive policies and procedures are implemented consistently so that children are safeguarded extremely well. The childminder makes extensive risk assessments for the home, garden and outings. This enables the children to move around safely and freely. Children benefit from the childminder's extensive childcare experience and her highly proactive approach. The childminder is a member of the National Childminding Association approved network and meticulously reflects on her

practice and acknowledges feedback and views from children, parents and her network coordinator. She has clearly identified the need to continue to attend regular training made available by the local authority and other sources to develop her excellent knowledge and skills further.

The childminder provides a stimulating learning environment which is conducive to learning and promotes children's safety. There is an abundance of quality toys which also includes resources to promote and enrich children's understanding of equality and diversity. Toy boxes and cupboards are labelled with both words and pictures to encourage children to make choices. Some toys are stored in areas of the home where children have limited access to. Although children are encouraged to ask for additional resources, the childminder has not devised a system to fully promote children's awareness of the full extent of the resources and toys that are on offer to them. As a result, their growing independence is not always fully supported.

The childminder has developed excellent relationships with parents and other providers. This enables her to share a wide range of information with the parents, keeping them informed of the service provided. For example, daily diaries are in place that keep parents informed of their child's progress and activities they are involved in. Parents are extremely happy with the care their children receive. Their comments include, 'I have really enjoyed reading all about everything my child has been up to and the great photos too. My child's development since starting has been amazing'. The childminder frequently attends meetings at the local schools where children attend to further develop links and to ensure continuity in their learning and development. This helps her to provide a rich and nurturing environment where children are eager to learn through purposeful play. All children are fully included within the setting and the childminder has an exceptional knowledge of each child's individual needs and backgrounds.

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

The childminder is extremely confident in the use of the Early Years Foundation Stage and provides the children with a stimulating and rich learning environment. She makes excellent observations and assessments of the children which clearly demonstrate their ongoing progress in all areas of learning. Individual learning journey files are kept for each child and include clear assessments, artwork, photographs and other evidence of their achievements. The childminder carefully monitors the children's ongoing progress and uses parents' own observations of their children extremely well. These highly effective systems identify children's next steps and result in a focussed approach to extending their learning.

The highly supportive and caring relationships between the childminder and children promotes a positive sense of belonging and self assurance for each child. The childminder communicates and interacts exceptionally well with the children, which enables them to fully participate in conversations and to express themselves effectively. Books and story time are thoroughly enjoyed by the children who

regularly access the local library. Resources fully support them to develop their skills to hold a pencil or crayon and to make different marks with other materials, such as sand and marble painting. Children experience a wealth of opportunities to learn about other cultures. For example they celebrate Diwali by eating the falafels they have made. They also learn about technology and develop their coordination skills as they switch on and off a variety of torches in the reading den. This gives children a wonderful experience of the Festival of Light in a fun and engaging way.

Children are encouraged to think for themselves and this supports their problem solving skills very well. They access various activities which encourage them to match and sequence objects, such as the use of shape sorters, building bricks and train track. They count confidently and use numbers in their daily play, such as singing action songs and counting the legs of the spider they have made out of dough. The children have excellent opportunities to grow their own plants and seeds which helps them to notice the changing seasons and nature around them. They use a wide selection of small world resources which they use well to extend their imagination. Regular outings provide additional experiences for the children, for example they enjoy going to soft play areas and other places of interest. They have daily opportunities to play in the well-resourced garden, along with regular visits to the play parks where they are able to play on large scale apparatus.

The childminder is a wonderful role model for the children and, as a result, children use their manners confidently. The childminder is vigilant in her approach to health and hygiene practices with the children. Children show an excellent understanding of the importance of following good personal hygiene routines. They confidently pre-empt daily routines and know that they must wash their hands before eating. Dietary needs are met extremely well because the childminder discusses healthy foods and choices with the children and the daily menu is displayed for parents to view. Children enjoy regular baking sessions where they weigh out the ingredients and get to eat what they have made. A firm favourite with children is fruit crumble. Safety is given high priority by the childminder, which is reflected in all aspects of the children's play and care. Outings provide children with opportunities to practise and manage safety, such as crossing the road. Overall, children are extremely well equipped with the skills they require in order to make progress and secure 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