

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY431535
<b>Inspection date</b>	19/01/2012
<b>Inspector</b>	Lisa Cupples
<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 2012

## 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 her husband and three young children. They live in a semi-detached house situated in a residential area of Cowes on the Isle of Wight. There is a fully enclosed garden for outdoor play. The premises are within walking distance of local shops, schools parks and the beach. The family has no pets.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may provide care for a maximum of three children under eight years at any one time, of these one may be in the early years age range. She may provide overnight care for one child under eight years. The childminder is currently caring for one child in the early years age group on a part-time basis.

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

Overall the quality of the provision is good.

All children are very happy and settled in the childminder's care because she takes the time to get to know them and their families well. As a result, children's care, learning and welfare are successfully promoted. Strong partnerships with parents ensure good relationships are developed and information is shared effectively overall. All the required paperwork is in place and maintained to a good standard. The childminder evaluates the effectiveness of the setting to identify any areas of improvement, demonstrating the capacity to improve.

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

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

- develop the information obtained about children's starting points to ensure individual needs are planned for as soon as they begin to attend
- provide opportunities for parents to make written contributions to their children's records to fully involve them in their children's learning.

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

All children are safeguarded effectively. The childminder has a very clear understanding of child protection procedures and how to implement them to protect children in her care. The childminder has attended safeguarding training to ensure her knowledge and understanding of procedures are up to date. All parents are aware of the childminder's safeguarding responsibilities through discussion and

a copy of the written policies and procedures. All visitors are required to sign in and out to ensure a full record of everyone coming into contact with the children is maintained. Children enjoy a safe and secure play and learning environment. The childminder is vigilant and takes steps to minimise any possible risks to children. For example, stair gates are used to prevent unsupervised access to the kitchen. Full written risk assessments are carried out on all areas of the house and garden and for outings. All adults in the household have been vetted to ensure they are suitable to be with the children.

The childminder uses a range of tools to evaluate her provision to drive improvement. For example, parent questionnaires, daily verbal feedback and completing a formal self-evaluation online. As a result of evaluation the daily routine has been changed and adapted to ensure individual children's needs are met. Consequently, children are very happy and settled and feel safe and secure during their time with the childminder.

Children learn about the world around them through the use of multicultural resources. They celebrate international festivals and take part in activities that promote their understanding of diversity and difference. All children have access to a wide range of resources, play materials and equipment that are suitable for their age and stage of development. All resources are stored at a low level in the lounge and children are able to access them freely, promoting their freedom of choice and decision-making skills effectively. Children use child-sized furniture to help them take part in all activities with ease.

Children benefit from the open communication between the childminder and their parents. The childminder actively seeks parents views and welcomes their feedback to ensure she continually meets the needs of the children and their families. The childminder gathers a wealth of information about children's welfare requirements before they attend. However, little information is currently gathered about children's starting points in relation to the early learning goals. More detail information would help ensure children's individual learning needs are planned for at the start. Parents are well informed about their children's achievements, well-being and development. They have access to their children's records at any time and are able to talk to the childminder about their progress. However, parents do not currently have the opportunity to make written contributions to fully involve them in their children's learning. The childminder has sound systems in place for sharing information with other provider's of the Early Years Foundation stage; when children begin to attend other early years settings or make the transition to school.

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

The childminder has a good understanding of the Early Years Foundation Stage framework. She implements it effectively to successfully promote children's learning and development. The childminder spends time observing the children and identifying their next individual learning steps. This information is used to

inform short term planning, ensuring all activities and play experiences reflect the needs and interests of every child. As a result, children are making good progress towards the early learning goals across all six areas.

Children benefit from good quality interaction with the childminder. She actively listens to the children and responds well to their verbal and non-verbal communication. Children explore a range of media, for example, a box of ribbons; they wave the ribbons around, laughing as the different fabrics touch their faces and fall to the floor. Children put the ribbons over their eyes and play peek-a-boo. The childminder talks about the length of the ribbons, making the children laugh. For example, she says, 'oh look, this is a very long blue snake'. then they look at shorter 'snakes' to help the children understand the concept of size. Children use a range of programmable toys and resources and begin to develop an understanding of everyday technology during their play. The childminder continually talks to the children, introducing new words to extend their vocabulary. The younger children 'coo' and 'babble' when trying to repeat the words, smiling at the encouragement given from the childminder and other children. Children use small world resources, such as the garage, with imagination. The younger children laugh and clap their hands as the cars slide down the ramps. Children listen to stories. The childminder brings these to life, using character voices to involve the children as much as possible. For example, the childminder makes dinosaur noises and the children join in. Children handle books correctly from an early age. Children are able to move around freely and explore their surroundings. They have access to a wide range of books and mark-making materials at all times. Children are beginning to move their bodies with control and coordination, while they enjoy matching actions to rhymes. Children laugh and smile, having great fun, without realising they are also learning.

Children confidently move around and explore their surroundings. Younger children enjoy cuddles and snuggle into the childminder when tired. The daily routine is organised well to meet the individual needs of the children. Children show good levels of confidence. They show the childminder what they would like to do next by pointing and leading her to relevant resources. Children are becoming familiar with the emergency evacuation procedures, practising the fire drill at least once a month. Children learn the importance of good safety routines from an early age. For example, the childminder has clear safety rules in place and children are reminded of them throughout the day. They know why they must not climb on the furniture and that they must sit down when eating their snacks so they do not choke. Children are beginning to learn the importance of good personal hygiene through routines and discussions. For example, children wash their hands at appropriate times and use disposable paper towels to help prevent the possible spread of infection. Children enjoy a wide range of fresh fruit and vegetables for snacks. They talk about the names of the fruit and vegetables so children become familiar with them. All children reap the benefits of daily fresh air. The childminder recognises the value of outdoor play experiences to enhance learning and development. Children behave well because the childminder consistently implements clear rules and boundaries. When young children attempt to push the boundaries the childminder effectively uses distraction. Children are actively encouraged to share and take turns and are beginning to show consideration for

others.

## 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
--	-----