

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY433450
<b>Inspection date</b>	01/03/2012
<b>Inspector</b>	Amanda Shedden

<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 was registered in 2011. She lives with her partner and four children, one of whom is in the early years age range, in Southsea in Portsmouth, Hampshire. The premises are easily accessible and the ground floor is used for childminding. The upstairs areas are not used. There is an enclosed garden for outside play. The family has several pets. The childminder is registered to care for a maximum of five children under eight years of age at any one time. Of these, three children may be in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children in the early years age group all on a part time basis.

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

Overall the quality of the provision is outstanding.

Children are receiving an excellent standard of care and education with the childminder. Her thorough knowledge of the Early Years Foundation Stage framework enables her to support children effectively. Children are recognised as individuals enabling them to feel highly valued where they thrive in the well-organised and stimulating environment. The high standard of communication with the parents ensures that a shared understanding of children's individual needs is obtained. Partnerships with other professionals are good overall. Systems of self-evaluation are excellent and the childminder demonstrates an extremely good capacity to maintain continuous improvement.

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

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

- improving the systems for working with other professionals to promote consistency of learning for children attending other early years settings.

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

The childminder has an extensive knowledge of safeguarding children and has effective strategies in place to help safeguard their welfare. She fully supervises children both inside and outside the home. Thorough risk assessments for inside the home, the garden and visits in the community are in place and used effectively. The childminder is vigilant and continually observes the environment throughout the day to help ensure the children remain safe and secure. The extensive range of policies and procedures that are used to support her practice is

of a high standard. They are shared with the parents who have signed all the necessary documentation to enable her to care for their children safely.

The childminders home is vibrant and welcoming. Each child has their own box to store their things in and their artwork is displayed giving them a sense of belonging. The wealth of resources are displayed not only to enable the children to self-select but to give an understanding of how to sort and organise them to pack away. When caring for young children the childminder organises the resources so they can also self-select. There are posters covering many areas of learning throughout the house, which are used to stimulate conversations and enhance children's learning.

The childminder is highly dedicated to continually improving her practice. She monitors and evaluates her practice regularly and methodically. Parents and children are asked to contribute to the evaluations giving them a sense of partnership. She recently identified that she needed to offer young children access to resources for all six areas of learning wherever they were playing. She now has resources in both rooms that reflect all the areas of learning. This is a highly inclusive setting where all children are acknowledged as unique and their needs met through the knowledge and positive interaction of the childminder. The childminder promote children's knowledge of diversity and the wider world through activities and resources.

The childminder's partnerships with other providers of the Early Years Foundation Stage are of a positive nature. The children's welfare needs are regularly discussed promoting continuity of care. However, systems to share information to promote children's achievements are not as well developed. The childminder engages with parents and carers extremely well. Secure registration and settling in procedures are very effective. They share information in relation to children's family and home circumstances, individual needs routines and abilities. Parents are aware that observations are made on their children and their next steps are discussed regularly. The daily contact diaries and discussions enable parents to be fully informed of their child's experiences. As a result, children receive continuity of care and learning. Parents are very positive about the care their children receive and can see the excellent progress their children are making.

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

Children are extremely happy and very quickly develop loving relationships with the childminder. As a result, they are confident and feel secure in her care. The childminder has a thorough knowledge of child development and the areas of learning. Comprehensive and detailed observations and assessment systems enable the childminder to track each child's individual development. Children have flexible monthly play plans that are created across the six areas of learning using the knowledge gained from previous observations. They are adapted for each child reflecting the children's different stages of development and interests.

Children's learning is extremely well promoted because the childminder knows each child well and good use is made of incidental learning opportunities. The childminder continually talks to the children who respond with gestures and attempts to communicate verbally. She discusses with them the different textures of the clothes on the set of soft dolls. Children are supported to dress and undress the dolls and receive lots of praise and encouragement. For example, the childminder is heard to say 'well done, yes that's right pull it off' as children attempt to complete the task by themselves. Children are able to match the clothes to the different coloured hats and the childminder encourages their recognition of colours as they redress the dolls.

There is an extremely good balance of adult-led and child-initiated activities. The childminder has focused activities prepared and offers the children choices of what they would like to do. Children get very excited when it is time to undertake messy play, bouncing up and down when they see the protective mat coming out. The childminder consistently interacts with the children. She talks to them about what they are going to do and how to do it, for example, as they plant seeds. She discusses the feel of the soil and explains to the children the height their sunflowers may grow to. They talk about the colour the tomato plants will be and how they need the sun and water to grow. The children vocalise back to her with intense expressions as they plant the seeds. All these activities encourage a positive attitude to learning and help children develop excellent skills for the future.

Children's health is extremely well promoted by the childminder. All required documentation is in place and used to meet the welfare of the children. The childminder offers the children a healthy range of snacks and homemade meals, where parents request them. Children learn about hygiene rules and minimising cross infection as they wash their hands before and after meals drying their hands on their own towel. They continually learn about keeping healthy, for example, as they brush their teeth after all meals. They access fresh air each day either in the garden or by going out to visit other amenities in the area.

The childminder has created a nurturing environment where children feel extremely safe. The children have formed positive attachments to her this is reflected in the affectionate relationships they have with each other. The children through gestures and verbal responses communicate their wants and needs knowing they will receive a positive response. The childminder manages children's behaviour extremely well by concentrating on positive behaviours. She continually praises the children building on their self-esteem and confidence.

## 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	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

### 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

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