

## Inspection report for early years provision

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<b>Unique reference number</b>	EY359043
<b>Inspection date</b>	09/03/2012
<b>Inspector</b>	Melissa Cox
<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 2007. She lives with her husband and three children in their home in Hook, near Basingstoke, Hampshire. The whole of the ground floor of the property is used for childminding, with rooms upstairs used for sleeping. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight years, of these only two may be in the early years age range at any one time. When working with an assistant, she is able to care for six children under eight years; of these, not more than five may be in the early years age group, and of these, not more than two may be under one year at any one time. There are currently five children on roll in the early years range. The childminder also offers care to children aged over five years to 11 years. She holds a relevant childcare qualification.

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

Overall the quality of the provision is outstanding.

Children are fully included within the setting as the childminder has an exceptional knowledge of each child's individual needs and backgrounds. They benefit from purposeful interaction and participate in well-planned activities that significantly support their progress. The childminder comprehensively safeguards children and promotes their welfare extremely well as children make excellent progress in their learning and development overall. The childminder and her assistant work extremely effectively as a team, with well-defined areas of responsibility. Cohesive partnerships with parents and others substantially benefit children in most areas of their learning. The childminder has a professional approach to childminding, demonstrating highly effective evaluation processes to improve her practice, which fully support 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:

- gathering further information from parents and children about special events children experience at home and elsewhere to extend their individual learning outcomes.

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

Children's welfare is at the heart of the childminder's work. Safeguarding procedures are excellent, and both the childminder and her assistant are very clear about their roles and responsibilities for safeguarding children and attend regular training to keep their knowledge up to date. Children's well-being is fully enhanced by the exceptional organisation of well-written risk assessments, which the childminder carries out on every aspect of the care she provides to ensure all risks are minimised. Robust welfare policies and procedures link to rigorous systems of monitoring, evaluation and record keeping, enabling the childminder to consistently support every child's individual needs.

The promotion of equality and diversity is outstanding. The childminder is well trained and efficient in quickly identifying any barriers to children's success and overcoming them. She organises the space, resources and outdoor experiences with great skill, adapting the environment according to the changing needs of the children. This ensures that children receive an extremely rich and stimulating play experience, with a well-balanced mix of adult-led and child-initiated play. The environment is exceptionally welcoming, inviting and accessible to children. The childminder and her assistant work together extremely efficiently to provide high quality care for the children, with well-defined roles and areas of responsibility. Children benefit from the very high levels of interaction and care from familiar adults who know them well.

Excellent relationships are developed with parents and carers. The childminder keeps them very well informed about all aspects of their child's achievement, well-being and development. She consults them extensively through meetings, newsletters, questionnaires and in day-to-day encounters. Additionally, she gathers the views of parents, carers and children, acting effectively on them. However, the childminder has yet to consult with parents about children's individual home experiences, so that these can be linked to planning to further enhance outcomes. Parents' comment that their children thrive because of the individual attention they receive. The childminder is highly committed to working in partnership with others and takes a lead role in establishing working relationships. There are well-established channels of communications between all providers involved with individual children to successfully promote their learning, development and welfare. This also ensures there are highly effective systems of communication in place so that children's individual needs are consistently met. Provision for the transition from pre-school to school is excellent.

Self-evaluation procedures are excellent and lead to very precise and appropriate priorities for further improvement. The childminder is exceptionally positive and motivated in her approach towards supporting children's welfare and development. This is clearly shown by the wealth of additional training she has completed since the last inspection, including gaining a recognised childcare qualification. By proactively extending her knowledge and understanding, the childminder enhances her ability to make the provision an exciting and stimulating learning environment.

There is a strong culture of reflective practice within the setting and the childminder is skilled in identifying key improvements that will maintain high quality outcomes for children in all areas. For example, she has fully addressed recommendations from the previous inspection to further enhance outcomes for children.

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

Children make excellent progress in their learning and development and show exceptional self-confidence and independence as they make their own decisions and choices. They are exceptionally happy, well-behaved and co-operative, and are familiar with what is expected. Inspirational and innovative teaching motivates children to make outstanding progress in their learning and development. Activity planning successfully encompasses all areas of learning and is clearly linked to exceptionally detailed observations and assessments for each child. Processes of monitoring children's progress in learning are extremely effective in recognising their individual achievements and identifying the next steps in each child's learning and development plan.

Children are eager and enthusiastic learners who show they feel safe through their strong capacity for independent learning. They are very confident communicators, who are keen to share their thoughts and ideas with others. For example, they invent a hide-and-seek game, using a toy mouse, and direct each other by giving good verbal cues and instructions. Children practise and consolidate their language skills as the childminder sits with them, providing discrete support and direction as they read a favourite pirate story and predict what happens next. Number skills and problem solving are managed very effectively through the children's daily activities. Children count, make connections, sort objects, sequence and use weights and measure in their play. They demonstrate an increasing awareness of number as they measure out ingredients to bake cakes, or count the number of chairs needed at snack time.

Children learn about the wider world as they observe changes in nature. They monitor nesting birds in the garden with binoculars and carefully handle visiting puppies, learning to be considerate of living things. Children show increasing levels of support and care for each other as they sit sociably together at a tea party, making sure a seat is available for their absent friend to join in later. Children show an excellent understanding of the expectations of behaviour and they behave in an exemplary manner. They build strong and secure relationships with adults they know well and participate in meaningful discussions and activities, which sustain their interest extremely well. The childminder's warm caring approach, along with genuine praise and encouragement, results in children developing high levels of self-esteem and confidence. She asks questions that effectively support children's critical thinking skills and widen their understanding and knowledge. Children access and purposefully use modern technology to develop their future skills, for

example taking part in early calculation games on the computer.

Children develop an understanding of how to stay safe as the childminder uses outings as a valuable opportunity to discuss road safety. Additionally, children routinely learn about health and safety through activities and daily routines. Children's understanding of diversity, difference and similarities is reinforced by the full integration of all children in every activity and the celebration of a range of annual festivals and special events, including birthdays. They learn to respect and value their own culture, as well as those of other children they know, establishing a positive foundation for future relationships.

Children's health is well promoted. The childminder shares clear sickness procedures with parents and combines this with extremely good health and hygiene practices to thoroughly protect children from illness and cross-infection. Excellent hygiene routines enable children to become highly independent in their self-care. Children enjoy daily opportunities to play in the fresh air, developing their physical skills as they use the equipment in the childminder's garden, go for walks and visit local parks. Children learn about sustainability as they make excellent use of recycled objects in their play.

## 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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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