

## Inspection report for early years provision

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<b>Unique reference number</b>	EY435764
<b>Inspection date</b>	15/03/2012
<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 partner and young child aged one year in a house in the Four Marks area of Hampshire. All areas of the property are used for childminding and there is a fully enclosed garden available for outdoor play. The childminder is registered to care for a maximum of five children, of which two may be in the early year's age range. She is also registered on both the voluntary and compulsory parts of the Childcare Register. There are currently two children on roll who are both in the early years age range. The childminder is able to collect children from a variety of local schools and pre-schools. She regularly takes children on visits to play parks and places of interest. There are no family pets.

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

Overall the quality of the provision is good.

Children are making good progress, they are treated as individuals and are warmly welcomed into this newly established setting. Children access a range of quality resources which supports their development, however, resources for promoting disability are not currently included. Partnerships with parents and carers is good, although currently they are not fully contributing to children's developmental folders and therefore missing the opportunity to further work together. The childminder has begun to use self-evaluation as an effective process for identifying strengths and areas for development, this indicates a good capacity for continuous improvement.

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

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

- extend resources within the setting to provide positive attitudes to disability
- develop effective systems to enable parents to contribute to the observation, assessment and planning for their child.

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

Effective safeguarding procedures enable children to be protected from the risk of harm. The childminder has good knowledge and understanding of her role and the actions to take should she have concerns about a child in her care. Risk assessments are in place for the home, garden and outings. The childminder demonstrates a clear understanding of how to minimise risks with ongoing daily vigilance and daily checks. The childminder is highly motivated to provide a high level of care and education to ensure the best possible outcomes for children. For

example, she plans to complete a food hygiene course and a Level 3 childcare qualification in order to maintain continuous improvements to her provision. All required documentation is in place and completed appropriately and ready for inspection.

The daily routines and environment are successfully organised. A wide range of easily accessible resources successfully promotes good outcomes for children. The childminder is clearly aware of her responsibilities to supervising the children in her care and ensures all individual needs are identified and met. The childminder carefully considers what to do to promote each child's care and learning. This is achieved through forming good partnerships with parents and carers and by the process of reflection and self-evaluation to ensure improvements are sustainable. For example, the childminder has identified the need to provide a range of outdoor resources in order to promote physical development. Equality and diversity are promoted by the childminder through good practice and encouraging children to respect themselves and others.

Close bonds are forged with the children in order to meet children's needs. This is supported by close partnerships with parents and carers. Information is exchanged with parents through daily discussions, diaries and development folders. Although observations and assessments are shared regularly with parents, they are not currently contributing to children's developmental folders. As a result, there are missed opportunities to further work together in order to fully support their child's development. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises.

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

Children clearly feel safe and secure and show confidence with the kind and gentle childminder. For example, babies smile at a visitor when a stranger enters the room. Babies listen to the sounds of various wooden rattles they shake, responding to the toy and childminder supporting their exploration. The childminder responds positively and effectively to sounds and gestures of babies. There is warm eye-contact, smiles and cuddles and the childminder clearly gets to know each child well in order to meet their individual needs and ensure their welfare. The routines of babies are adhered to as they are gently rocked to sleep before being taken to an upstairs bedroom to sleep. They are kept safe as they are checked and monitored.

Children and babies respond to the clear directions and gentle reminders of the childminder. The childminder is skilled in building children's confidence and self-esteem to support their progress in learning. She is proactive in recognising children's needs and providing the appropriate level of support to enable them to practise new skills. For example, she effectively promotes sharing and turn taking as she encourages children to play together. Children see the childminder as a good role model as they watch her washing her hands before preparing foods and

after changing nappies. They learn about healthy foods as they sit together with adults and babies around the table at snack and meal times. Independence is encouraged as babies try to feed themselves. Children are beginning to learn about the wider world through activities, such as looking at books and using play figures. However, they do not have access to resources within the setting which provides positive attitudes to disability.

Children's independence is encouraged as they freely access their toys at their level in the lounge. Babies are fascinated as they explore the various toys. The childminder sits on the floor joining in with the children who are involved in their explorations. Words, sounds and descriptions are praised and reaffirmed as young children look at books together. They follow the words on the page excitedly, eagerly turning the pages to continue the story. Opportunities for children to develop mathematical concepts are naturally interwoven into most activities. Such as using shape sorters and fitting pieces into the small world resources. Their social skills are widened as they visit toddler groups and nearby centres. Children are motivated to achieve because they are well supported to develop positive attitudes to learning in the child-centred home. As a result, children make good progress. They are enabled to become independent, active and inquisitive learners, helping them develop skills for the future.

## 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

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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

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