

## Inspection report for early years provision

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<b>Unique reference number</b>	EY436400
<b>Inspection date</b>	19/04/2012
<b>Inspector</b>	Bridget Copson
<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 2011. She lives with her husband and two children, aged 14 months and almost three years, in Andover, Hampshire. The accommodation available for childminding includes use of a sitting room, dining room, kitchen and a wash room on the ground floor. The first floor is available for sleep, as necessary. There is a garden at the back of the house for outdoor play. The family keeps fish in an aquarium indoors.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years; of these, one may be in the early years age group. She is currently minding two children in the early years age group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well by the childminder, who promotes their health, safety and welfare to a good standard. This is enhanced through successful partnerships with parents and others involved in their care. Children are making good progress towards the early learning goals within a robustly inclusive environment which values their uniqueness. The childminder demonstrates a commitment to effectively maintaining continuous improvement, and has made several improvements to her provision. She has successful systems to evaluate most aspects of the quality of her provision and to ensure most records, including for safeguarding, are kept up-to-date.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that records of risk assessment clearly state the date of review and any action taken following a review. (Documentation) 15/05/2012

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

- develop further the system of self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children.

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

Children's welfare is safeguarded by the childminder who has effective systems in place to help ensure their safety and well-being. She has a clear understanding of her child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children. Comprehensive risk assessments help maintain good standards of health and safety. However, not all risk assessments are dated to show when they have been reviewed and any action taken, which is a breach of requirements. Otherwise, the childminder also uses checklists and policies so that all potential hazards are reduced.

Overall the childminder has effective systems to monitor and evaluate the quality of her provision. As a result, she has made several improvements since registering. She has started to complete a self-evaluation form. Although she has made a good start, this does not evaluate all areas of her provision, in order to identify improvements to further meet the individual needs of those in her care. She has formed links with the local authority, and has developed plans and evaluations for her training and development, as well as play resources.

The childminder provides a warm and welcoming environment for children. This includes a good range of easily accessible play resources to promote independent play and exploration. The childminder creates a positive environment, with effective provision of inclusive activities to meet the needs of all those attending. She supports children in respecting one another's differences and needs, as well as the cultures and beliefs of others.

The childminder has established successful partnerships with parents. They are kept well informed through displays, daily communication, electronic messages and home diaries. Parents' views are valued and sought through questionnaires. Parents state they are 'very happy with the good variety of activities' and 'with daily contact book and chat on drop-off/collection'. Also, their children are 'very happy'. The childminder has developed good links with other professionals involved in children's care and education to support their individual needs and transition between the settings.

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

Children's learning is monitored and promoted effectively. The childminder plans activities linked to changing themes, which reflect children's interests and seasonal topics. For example, children are currently learning about Easter and Spring, as well as 'People who help us' to support interest in the emergency service vehicles. The childminder extends her play provision to provide linked activities, as well as using her continuous provision to promote all six areas of learning. Each child's

development is recorded in their early learning record. From this, the childminder has started to identify next steps in their learning to promote progress. The childminder has a good knowledge of the Early Years Foundation Stage and knows the children well. She interacts with interest, listening to children and stepping in to challenge and extend their learning.

Children are happy and settled in the childminder's care. They demonstrate a good sense of well-being. For example, they laugh frequently at shared jokes, find favourite toys themselves and cuddle up warmly with her. They explore freely and with curiosity, and focus for long periods in their play. Children regularly meet up with others to play and develop friendships, social skills and to learn about the needs and feelings of others. Children communicate well. They talk continually in their play and enjoy answering the many questions asked by the childminder. They make good use of the books which they choose to read independently, as well as with the childminder. Children are developing early writing skills, such as using pens on paper, chalks on the easel and fingers in gloop. In doing so, they develop good skills for the future.

Children count with the childminder in their play and are learning to use the correct descriptive language for shape, size and quantity. They problem solve well, for example, exploring objects to find out what they do and how they work, and completing puzzles. Children are involved with their local community, in which they attend regular groups and facilities throughout the week. These include playgroups, toy and book libraries, childminder group meetings, play parks and friends' houses. They are also learning about being responsible young citizens through planting trees and helping on the monthly community 'litter pick' events. In addition, children are also developing an awareness of diversity, both within their community and the wider world. For example, they play with multi-cultural play provision and explore different festivals and beliefs. Children use their imaginations well. They explore different media and materials in sensory and creative activities and join in music making and singing with enthusiasm. They also play with many dressing-up clothes, role-play sets and construction resources.

Children feel safe and secure in the childminder's care. They demonstrate this through their confident exploration and the trusting relationships established. They are supported well in learning about keeping safe through discussing house rules and road safety on walks, and practising the fire evacuation procedure. Children's health is promoted successfully in a clean and hygienic environment. Their healthy lifestyles are supported with nutritious meals and snacks and daily fresh air and exercise. They use small and large-scale play equipment in the garden, parks and indoor soft play centre, and have lots of opportunities to run freely.

## 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	2
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
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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