

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY250504
<b>Inspection date</b>	27/04/2012
<b>Inspector</b>	Michele Beasley

<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 2004. She lives with her husband and their two children and adult child in a house in Waterlooville, in Hampshire. Minded children have access to all rooms on the ground floor, including a designated playroom. There is an enclosed garden available for outside play. The childminder is registered to provide care for a maximum of four children aged under eight years at any one time; of these no more than two may be in the early years age range, and of these no more than one may be aged under one year at any one time. She may exceed this ratio to allow three children in the early years age group for the children named on her variation request. She currently has six children in the early years age range who attend part time. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is outstanding.

Children thrive in this setting as the childminder is exemplary in meeting the needs of the children in the Early Years Foundation Stage through her work practice. She recognises the uniqueness of all children, ensuring their individual requirements are very well met. Through discussion and use of a wide range of resources the childminder ensures an inclusive environment is provided for all children. Overall, partnerships with parents are excellent. Through the consultation she has with parents and her ability to self-evaluate her provision the childminder demonstrates an excellent capacity for 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:

- providing opportunities for parents to make written comments about their child's progress to involve them fully in their child's learning.

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

Children's welfare is safeguarded exceptionally well because the childminder has an extremely secure knowledge of how to recognise, record and report any concerns. She has continued to develop her safeguarding knowledge through updated training and is well informed about current legislation and guidance. Detailed records of risk assessments for the home and outings are in place. This

ensures children are kept safe and free from harm as all hazards they may be exposed to are identified and acted upon. Regular practice of fire drills help children learn to take responsibilities for their own safety, these are recorded and evaluated. The childminder has highly effective systems, policies and procedures in place to ensure children are safe and protected.

The childminder is very committed and passionate about her role as a childminder. She is highly reflective of her practice and displays an exceptional commitment to providing excellent childcare. The childminder is extremely dedicated to continually improving and enhancing her expertise and knowledge by attending ongoing training and keeping up-to-date with information from childcare publications and items of interest on the internet. This significantly benefits the children in her care. The childminder uses her playroom as the main play space for children. She organises this very effectively with clearly labelled toy and resource boxes at children's height. She provides children with an exceptionally wide range of resources across all areas of learning which they are able to choose at all times. The childminder has made improvements since the last inspection. She is skilful in promoting equality and diversity as children learn about the wider world through activities and resources. Posters in the home promote other beliefs and cultures. Children make Chinese hats for Chinese New Year and taste noodles. They listen to stories about children from other cultures and play with dolls and resources promoting positive images of the wider world.

Children gain significantly from the excellent partnerships between the parents and the childminder. There is an exceptionally good shared knowledge and understanding about the children's individual needs, backgrounds and families. This ensures the children's welfare and learning needs are extremely well met. The childminder consistently and regularly shares the information she records about the children's welfare, learning and development with the parents. Recent parent questionnaires see the childminder as an inspiration, and that they are very happy with their children's learning. However, parents are not given the opportunity to make written comments about their child's progress to involve them fully in their child's learning. The childminder has established good links with other early years providers and carers to ensure a collaborative approach to children's welfare, learning and development is achieved.

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

The childminder shows an exceptional knowledge and understanding of the children's interests, achievements and next steps in learning. This ensures children are valued and respected as unique individuals. Children thrive within the extremely well organised environment where they engage with activities and explore resources which meet their individual needs. The childminder conducts very detailed observations and evaluates and monitors both spontaneous and planned activities in order to reflect upon and plan future learning experiences. The childminder is highly skilful in developing children's learning. For example, with a child's interest in pirates the childminder extends this by acquiring a toy pirate ship and a misfits game about changing different outfits, including a pirate one. Children excitedly identify red objects in the home and in a book of colours to

match the colour of the week. They play a game of Twister, identifying the colour of the circles on the mat and they learn left from right as they move their corresponding arm onto a coloured circle. Children sit intently listening to the rhyme 'There was an old woman who swallowed a fly' being narrated with props. This creates a wonderful learning experience for the children as they are able to recall in telling the story that they have seen it come to life. Children demonstrate high levels of concentration as they use printed colouring sheets to colour in triangles. They sing favourite nursery rhymes and count with the childminder whilst acting out the rhyme about five current buns in the baker's shop. Children have drawn feeling faces and older children have written their own anti-bullying and being kind posters. Young children self register with their picture and name. This gives the children a sense of belonging in the environment. Children use the garden and visits within the local community, including the farm and park, enables children to develop positive attitudes towards fresh air and exercise. They move to action rhymes in the setting. Children are provided with an extensive range of opportunities to learn how to keep themselves safe and the childminder gives them very clear explanations as to why safety rules and boundaries are in place. For example, children are reminded to be careful when using a safety knife to cut carrots and not to climb on the sofa in case they fall. Children's understanding of healthy food is very effectively promoted by the childminder who encourages the children to cut up carrots with her for part of their lunch. She talks to the children about the healthy benefits of the food they eat. Children use a five a day chart to record how many healthy foods they have eaten in a day. Evidence shows children baking cakes. The childminder grows sunflowers and tomatoes with the children, who are involved with the whole process from watering the crops, to picking and eating the tomatoes. This provides children with an excellent understanding about how fruit and flowers grow.

## 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