

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY394298
<b>Inspection date</b>	29/05/2012
<b>Inspector</b>	Melissa Cox
<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 2009. She lives with her grown up daughter and her young son in a three bedroom house in Popley, Basingstoke. Children have access to the ground floor of the property for their play and a bedroom for sleeping. There is an enclosed garden available for outside play. Toilet facilities are available on the first floor.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children at any one time, of these only two may be in the early years age range at any one time. There are currently two children on roll in the early years range. The childminder provides care for three older children who attend before and after school.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making steady progress in their learning and development, supported through the childminder's developing understanding and implementation of the Early Years Foundation Stage. Most required documentation is in place and generally supports the children's well-being. However, the childminder is in breach of two legal requirements relating to safeguarding and documentation. The childminder meets children's individual care and welfare needs appropriately. Satisfactory partnerships with parents are in place but the childminder does not fully involve them in their children's learning or gain information about children's starting points. The childminder has started to evaluate her provision and take appropriate action to identify and address areas for further improvement.

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

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

- complete an appropriate paediatric first aid certificate (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare register) 10/07/2012
- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 10/07/2012

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

- gather information about children's starting points in order to plan activities tailored to meet the abilities of individual children
- share next steps in children's learning with parents to enable them to be fully involved in their child's learning and development.

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

Suitable procedures are in place to safeguard children. The childminder is informed about the procedures to keep children safe, including, the requirements of the Local Safeguarding Children Board. She has a satisfactory understanding of her role and responsibilities to protect children in her care. Adequate daily risk checks are in place to identify and minimise hazards to children and suitable safety checks are made when embarking on an outing. However, the childminder has failed to keep a record of the risk assessment. In addition, the childminder has been unable to renew her first aid qualification before the expiry date which may compromise children's good health should an emergency arise. These are both breaches of legal requirements. Other records and documentation has been recently reviewed and meet requirements.

The childminder creates a welcoming and enabling setting for the children. She places a suitable emphasis on providing an inclusive environment where children feel valued as individuals. The deployment of resources is effective and means that children can easily access a wide range of appropriate activities to promote their learning and enjoyment. The learning environment is well-organised and resources are very thoughtfully deployed to allow maximum choice and independence for children in accessing them. Equipment meets the needs of children attending and is well maintained.

The childminder builds positive partnerships with parents and obtains relevant information about the children's care needs and interests as part of the settling-in process. She adheres to their specific routines and dietary preferences, enabling children to settle well in her home. There is a beneficial flow of communication on a daily basis as the childminder provides parents with verbal feedback about their day. The childminder ensures that children's achievements are shared with parents who are able to view photographs, in scrapbooks, of their children at play. While this provides parents with some information on children's progress, the childminder has yet to share next steps in children's learning with them, to enable parents to be fully involved in their child's learning and development. Links with other early years providers that children attend have yet to be established as there are currently no children attending who share their care between two settings.

Self-evaluation procedures are satisfactory overall. The childminder has started to formally evaluate her practice although some areas of weakness have yet to be addressed. She has identified some areas for development with regard to tracking children's learning and development and is in the process of improving this. More

recently she has sought and followed advice from the local authority support team and implemented a range of improvements as a result of these visits. For example updating some of her documentation and gaining a new system for risk assessments, although this is still to be implemented. The revisions to her setting have had a positive effect and she demonstrates a satisfactory commitment to continuous improvement.

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

The children enjoy their learning and make suitable progress because they are happy and well cared for. The childminder provides children with a varied range of play opportunities, activities and resources that support their learning and development and plans a reasonable balance of adult-led and child-initiated activities. Supervision is good and children are supported to explore and investigate the many pieces of equipment that are readily available. The childminder has a suitable knowledge and understanding of each child in her care, their individual likes, dislikes and interests. Appropriate systems are in place to observe and assess children's progress in their learning. Records show examples of the children's steady progress through written observations and photographs. However, the childminder has yet to ensure that there is more consistency when gathering information about children's starting points to allow her to plan activities tailored to the abilities of individual children.

Children feel safe and secure in the care of the childminder and relate warmly to her and their peers. They show they feel safe and are confident as they access resources independently and make choices in their play. Children develop an understanding of sharing and caring for their friends because the childminder promotes this through the re-enforcement of simple and realistic house rules. All children behave well and negative behaviour is challenged appropriately, with consideration given to children's age and stage of development. Children show they understand safety rules as they access resources for themselves, understand instructions and use outdoor play equipment carefully and appropriately. They develop their confidence and self-esteem as they are well supported by the childminder who is caring and interacts positively with them at all times. Children develop satisfactory skills for the future as they have some access to interactive toys and equipment.

Children concentrate when playing and thinking critically of how and why things happen. For example, children play with the water play, pouring and filling containers to explore quantity and measure. They explore early science as they watch a ball travel down the slide and notice as it rolls quickly to the bottom. Photographs show children developing fine motor skills as they competently spread glue on their paper or colour in shapes during craft activities.

Children's health and well-being is adequately promoted. Good use of space

ensures children are provided with quiet areas for rest and sleep, which meet their individual needs and reflect their home environment. A mostly healthy and varied snack menu is beginning to build children's understanding of healthy eating. Children demonstrate a growing understanding of personal hygiene through established and suitably organised daily routines. The childminder demonstrates a commitment to sustainability as she encourages children to grow produce in the garden. Children experience a suitable range of regular activities, both inside and outside, which develop their coordination and balance skills. For example trips to the local park or indoor soft play area complements the play in the childminder's garden.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for) 10/07/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for) 10/07/2012