

## Inspection report for early years provision

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<b>Unique reference number</b>	EY440336
<b>Inspection date</b>	18/06/2012
<b>Inspector</b>	Jacqueline Munden
<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 2012. She lives in a first floor maisonette with her partner and their young child in Rownhams, Hampshire. All areas of the home are used for childminding, except the main bedroom. Access to the premises is via an internal staircase. Toilet facilities are on both floors and there is a secure garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children under eight years. Of these, two may be in the early years age group. At present there is one child on roll in the early years age group.

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

Overall the quality of the provision is good.

Children are well cared for in the safe and accessible environment where they are all valued and included. The childminder forges extremely strong relationships with parent's which ensures she meets each child's individual needs well. Overall, learning and development are promoted successfully, although opportunities for learning experiences outdoors are not planned for as effectively. Self-evaluation is used effectively to identify areas for further development. This demonstrates a strong commitment to drive improvements for children.

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

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

- provide further play and learning experiences outdoors to support all aspects of children's development
- make more effective use of wall displays by placing them at a low level to further stimulate children's language development

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

The childminder has effective systems in place to safeguard children. She and those living in the home are suitably vetted. Risk assessments are used effectively to identify hazards in the home and for outings, with appropriate measures taken to minimise any possible risks. The childminder is clear of the procedure to follow should she have a child protection concern regarding a child in her care. The implementation of a wide range of policies and procedures, well-maintained

records and parental consents help the childminder promote children's good health and welfare.

Equality and diversity is promoted well as all children are valued and included. The childminder is well organised and spends her time focused on children and ensuring their individual needs are met. She has created a vibrant and interesting environment for children to play and learn in her home. The wide range of resources that promote all areas of learning and diversity is easily accessible. The garden is safe, but is not often used to maximise learning opportunities outdoors. Children's dietary needs are met well through close liaison with parents. Currently, there are no children attending with special educational needs or those speaking English as an additional language. However, through discussion, the childminder shows she is clear how she would support them.

Extremely strong partnerships are forged with parents from the outset. They share information daily, both verbally and in writing. This highly effective communication ensures the children's changing needs and ongoing progress is communicated. The childminder works exceptionally closely with parents to meet any dietary needs children may have. Therefore, children quickly settle and make good progress. Parents report they are tremendously happy with the care their children receive. They are provided with high quality information about the childminder's practice and the Early Years Foundation Stage. Parents regularly view and contribute to the written record of children's achievements and the planned next steps. Currently there are no children attending other settings at present. However, through discussion the childminder shows how she will liaise with other providers to fully complement children's learning and development.

The childminder has evaluated her practice effectively. This helps her identify areas for development and drive improvements for children. Comments are sought from parents and other agencies to help her plan improvements. As a result, she has adapted the system to provide a written daily account of the time children spend with her. This is particularly valued by parents who do not collect their child themselves. The childminder has attended training to increase her personal professional development. She is in the process of developing the garden to help improve the quality of learning experiences for children outdoors.

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

Children are very happy and settled with the caring childminder who helps them to enjoy and achieve well. They feel safe and secure due to the close attention she pays to meeting their care routines and individual needs according to parent's wishes. Overall, an effective system for assessing and tracking children's achievements is implemented. The childminder identifies the areas for their next steps in learning and plans varied and interesting experiences to help children achieve them. For example, the childminder makes story sacks to engage children's interest in books. She recognises this helps to develop children's

language and communication skills while extending their learning. Children enjoy looking at a book about caterpillars and holding the soft toys used as props for the story. Additional resources have been made for older children to use with the book, such as a matching and counting game.

Resources are provided to meet children's developing needs, such as a low level activity table for children learning to stand. This helps the children to develop strong muscles needed to stand and walk. The childminder uses children's interests well. For example, babies showing a fascination with things that spin eagerly explore how to make the flower shaped pin wheel turn. They develop coordination as they carefully take objects out and place them in various containers. In particular, children enjoy selecting the animals from the ark and examining them closely. The childminder communicates purposefully as she plays with the children, naming the animals selected. Wall displays are bright and one is interactive which helps children learn to keep safe. The house rules are shown in words and pictures that remind children not run indoors. However, other displays are not used as effectively to stimulate language development as they are not at a low level.

Children are learning about healthy lifestyles well. They follow effective hygiene routines to keep healthy, such as washing their hands after using the toilet. They benefit from regular time spent outdoors as they go on walks and visit park areas. They are beginning to learn about the natural world as they visit the duck pond. Older children develop physical skills as they play with balls and use climbing equipment and swings. However, learning experiences are not planned for as effectively outdoors to support all aspects of children's development. Children develop good skills for the future as they learn to make marks and to use numbers to count. They use many toys and equipment that help them learn about technology. Children are developing confidence and independence as they select toys to play with. Children make a positive contribution as they learn to control their emotions, responding well to the childminder's positive and consistent behaviour management. As a result, they learn to cooperate and understand why rules are in place. Children learn about the wider world as they play with resources that promote a multi-cultural society.

## 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	1

### 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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