

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY440058
<b>Inspection date</b>	26/06/2012
<b>Inspector</b>	Jacqueline Munden

<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 2012. She lives with her husband and two children in the Bursledon area of Southampton, Hampshire which is close to local schools and shops. Access to the house is via steps to the front door. All areas of the home are available for childminding except the main bedroom. Toilet facilities are accessible on both floors. There is a secure garden for outdoor play. The family has two cats. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of five children under eight years of age at any one time. Of these, two may be in the early years age group. At present there are three children on roll, two of whom are in the early years age group. The childminder is also registered to provide overnight care for two children under eight years.

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

Overall the quality of the provision is good.

All children are highly valued and fully included due to the extremely strong commitment the childminder places on promoting equality and diversity. The childminder forges tremendously strong relationships with parents. She is beginning to share information with others involved in children's learning. The exceptionally safe and well resourced environment has a significant impact on children's contribution to their health, learning and enjoyment. The childminder evaluates her practice effectively and identifies ways to drive improvements for children. As a result, each child's individual needs are met very effectively and overall, their learning and development is supported successfully.

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

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

- further develop systems to work with other settings together to fully support children within their learning journeys.

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

All aspects of the provision are well organised and the childminder has highly effective systems in place to safeguard children. The childminder and members of her household are suitably vetted. The childminder has attended training in child protection. She has a clear understanding of the procedure to follow should she have any concerns regarding the children. The childminder risk assesses the home and outings and takes effective measures to minimise possible risks. A secure

environment indoors and outside leads to children feeling safe, free from harm and confident to take full advantage of the opportunities provided. All the appropriate records and parental consents are in place to promote children's good health and welfare. The childminder's home is clean and extremely well organised.

The childminder demonstrates a positive attitude and ability to continually improve outcomes for children. She seeks the views of parents and children to help her evaluate her provision. For example, she asks children what foods they would like to have for dinner. She increases her professional development through training and researching websites and publications. The childminder reviews the play areas and garden making improvements where ever possible to provide a safe, stimulating and freely accessible area for children to play and learn.

Partnerships with parents are developed rapidly. Although the childminder has been working for a few months she has introduced excellent systems to share information with parents. For example, they have regular discussions and use a daily diary to convey information about the child's day and development. Children's starting points are obtained and their on going progress is recorded. A summary of the learning journey and the next steps the childminder has identified are shared with parents. This means they are fully involved in their child's development. Parents report they are very happy with the high levels of care and support their children receive; stating children are excited to attend. Parents feel some children are now more interested in reading due to the books the childminder has introduced them to. Excellent information is provided to parents about all aspects of the childminder's practice. This includes written policies and procedures, weekly menus and information about the Early Years Foundation Stage. The childminder is aware that some children attend other providers such as nurseries and shares some information through parents. However, she has not developed her own links with the providers to fully support children's learning journeys.

The childminder has an extremely positive attitude to promoting equality and diversity. She is trained and experienced in supporting children with special education needs and/or disabilities. The childminder works closely with parents to support individual children. For example, she has researched current schemes that promote language development. She provides this information to parents as well as implementing ideas she has learnt to help develop communication skills. The childminder ensures each child feels welcome and helps them to settle by getting to know them and meeting their needs and preferences. For example, they hang their coats on low level coat hooks that have their photograph on. The childminder is sensitive to children that find it difficult to deal with change such as the transition to school. She helps them to prepare for this new challenge by using books and activities that explore feelings and emotions.

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

Children are very happy and settled in the care of the childminder. There are warm bonds between her and the children, who feel safe and secure. The childminder demonstrates a clear knowledge of each child's uniqueness and has begun to plan for their individual learning effectively. The environment is conducive to children's learning and they are all included as an extremely broad range of resources are available. Children initiate their own play and exploration as they freely select toys from labelled boxes. They confidently take the saucepans and colanders from a low kitchen cupboard. They line them up and bang them with a wooden spoon, noticing the different sounds they make.

An interesting range of activities are planned that cover all areas of learning. They are accurately pitched to engage children and to help them learn good skills for the future. For example, children enjoy planting and caring for vegetables and fruit they grow in the garden. Older children measure and compare the growth of the plants. Watering cans of different sizes are provided to enable even the youngest children to take part in caring for the plants. They all enjoy picking and eating the cooked carrots. This helps them learn about where food comes from and about healthy eating. Children benefit from various outings that help them develop confidence and social skills. Children enjoy learning about the natural world at the farm as they experience feeding animals. They learn effective self-care routines to keep themselves healthy as they wash their hands. Lots of physical activities at parks and indoor soft play sessions ensure children develop physical skills. Children learn to cross the road safely. As a result, children learn extremely healthy lifestyles and highly effective ways to keep safe.

Children make an extremely positive contribution to their time with the childminder as they learn to be independent in daily routines. They show great care and consideration for others as they play and share toys. They develop high levels of self-esteem and confidence as use their own towels to dry their hands. They learn independence and to keep safe as they hang their coats and put their shoes away safely. Children learn about the wider world as they try foods from different countries and play with toys and books that promote diversity. Older children use computers to research areas of personal interest such as floods and hurricanes. Younger children learn about technology through electronic books and toys.

Language development is given high priority. Children aged 11 months enjoy the familiarity of hearing favourite rhymes as their nappy is changed. They are encouraged to speak as they look at pictures in books and say animal noises. They particularly enjoy the sensory books and carefully feel the textures as the childminder describes them it as soft and fluffy. Trips to the library nurture their interest in books and support their learning about planned activities such as growing plants. As older children play a matching card game, the childminder encourages them to describe what they see and helps them to spot slight differences in the pictures. Creative play is greatly encouraged to develop coordination and mark making skills such as, painting pebbles found in the garden. The childminder successfully provides new experiences that attract children not

generally drawn to creative play. For example, they enjoy rolling model cars through paint and then make tracks on paper.

## 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	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	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
--	---

### 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	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	2

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