

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY235692       |
| <b>Inspection date</b>         | 07/02/2011     |
| <b>Inspector</b>               | Debbie Newbury |
| <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.

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 2002. She lives with her husband and two children aged seven and nine in Blackwater in Hampshire. Minded children use the ground floor of the home. Bathroom and sleep facilities are provided upstairs. There is a fully enclosed garden for outdoor play. The home is within walking distance of local shops, schools, parks and other community amenities. The family has two dogs and various small animals.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is permitted to care for up to five children under eight years at any one time, of which not more than three may be in the early years age range. She currently cares for seven children in the early years age group and three older children. Days and times of children's attendance vary.

The childminder undertakes school and pre-school runs as necessary and regularly takes children to local parks, indoor play areas, the library, toddler and childminding groups and other places of interest in the local community and further afield.

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

Overall the quality of the provision is good.

Children are well cared for and have their individual needs met by a kind and caring childminder. They are presented with a variety of activities that enable them to make good progress in their learning and development. The childminder reflects on her practice and identifies suitable ways forward, so is well placed to maintain continuous improvement. Record-keeping and arrangements for working in partnership with parents and others are mostly effective.

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

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

- extend further the record of risk assessment to include each place children visit
- investigate ways of encouraging parents to contribute to their children's learning and development records and instigate a more consistent approach to the exchange of information with the other settings children may attend.

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

Children are protected because the childminder has a secure understanding of safeguarding issues and her responsibility in this respect. She creates a homely, welcoming environment, whilst ensuring all areas used for childminding purposes are safe and secure. Children are provided with a wide range of age-appropriate play materials that are of good quality and condition. They can independently help themselves to many of these, thus promoting their independence and encouraging them to make their own decisions about what they do. The childminder maintains written records of risk assessment for the house, garden and most of the places children visit, although these do not include some routine trips, such as going to school or pre-school. Nevertheless, the childminder ensures children's safety at these times through use of sensible safety precautions.

The childminder has successfully addressed all the recommendations made at her last inspection. These have led to improvements in arrangements for safeguarding children and for ensuring parents are fully informed about the procedure they should follow if they wish to make a complaint. The childminder is enthusiastic and positive about her work. She has a clear idea of the strengths of her childminding service and is using self-evaluation to identify areas for improvement that will enhance existing outcomes for children.

The childminder respects the individuality of the children in her care and treats everyone fairly and with equal concern. Children learn about the wider world in which they live by mixing with lots of different children within the local community, exploring resources that reflect positive images and finding out about a range of festivals and celebrations.

Parents express, in written testimonials provided for the purpose of the inspection, how pleased they are with the service offered by the childminder and the care their children receive. The childminder has put together an interesting and nicely written prospectus and provides parents with copies of her policies and procedures. Consequently, parents have a clear idea of the way she organises her service. There is a daily informal exchange of information and the childminder regularly sends home the learning and development records she maintains on their children. Thus, parents can share in their children's achievements and are informed about what the childminder has identified as the next steps in their learning. However, they do not contribute to these records to promote a more integrated approach to supporting children's learning. The childminder understands the importance of working in partnership with any other childcare settings children may attend so there is a cohesive approach to their care, learning and any extended support. Arrangements for achieving this are working well in some instances, although are not yet quite so well defined in others.

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

Children are happy and get on well, both with one another and with the childminder, with whom they enjoy warm, friendly relationships. This adds to their sense of security. They are presented with a variety of activities and experiences, which enable them to develop their skills and support their learning and development across all areas. These add variety to their day and take account of their interests. For instance, the childminder has taken some children, who have a love of aeroplanes, to the local airport so they can watch the planes take off and land and others, who like trains, have recently travelled by train to a nearby town. They take part in food-based activities and enjoy being creative as they paint. Children remain interested and involved in self-initiated play. For example, they enjoy using their imaginations as they play with the contents of the toy medical kit and pretend to be doctors. They invite the childminder to be their patient and seek her input as to the purpose of the different items they choose. Children snuggle up on the sofa with the childminder to listen to stories. She asks questions which encourage children to think and engages them in conversation, for example about their families and how they spent the weekend. Thus, children's spoken language skills develop and value is placed on their home lives and the people important to them. The childminder maintains learning and development records for each child in the early years age group. These comprise of observations, photographic evidence and samples of their artwork and build to form an interesting story of the time they spend with the childminder and their achievements and progress.

Children learn how to keep themselves safe with the support and guidance of the childminder. For instance, they learn about road safety and stranger danger and they have opportunities to practise fire drills. The childminder also makes use of situations that arise to draw children's attention to safety issues, such as suggesting they clear away some of the toys that are on the floor to avoid anyone tripping up. Children also notice when their peers do something potentially hazardous, such as standing on the bean bag and tell them to get down so they don't fall.

Children stay healthy because the childminder follows good practice to minimise the potential for the spread of infection. She holds a valid first aid qualification and ensures the family's pets do not pose any health or safety risk. Parents provide most food for the children currently in the childminder's care. This is stored appropriately and the childminder informs parents of her healthy eating policy. Children help themselves to drinks as and when they wish, thus ensuring they do not become dehydrated. They have many good opportunities for physical activity and fresh air, which contributes to a healthy lifestyle. Children visit parks, go for walks on the nearby common and attend indoor play areas.

Children's self-esteem and confidence is fostered through the childminder's praise and encouragement. She is very observant of children and promptly intervenes to guide them, when necessary, towards acceptable forms of behaviour. This is done

nicely.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <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

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|------------------------------------------------------------------------------------------------------|---|
| <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

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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <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**

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|---------------------------------------------------------------------------------------------------|-----|
| 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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