

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY402072    |
| <b>Inspection date</b>         | 19/04/2010  |
| <b>Inspector</b>               | Nicola Hill |
| <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 has been registered since 2009. She lives with her husband and their child of pre-school age in a mid-terrace house in Fleet, Hampshire. The property is close to local schools and amenities and there is a park nearby. The ground floor of the house is mainly used for childminding, with toilet and sleeping facilities available on the first floor. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for a maximum of five children under eight years, of these, two may be in the early years age group at any one time. She currently has two children on roll aged four years. 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 satisfactory.

Children are happy and have good opportunities to progress their learning in the welcoming, family environment of the childminder's home. Inclusive practice is positively promoted and the childminder has established good partnerships with parents, which helps her to understand children's individual needs and achieve a consistent approach to their care. The childminder reflects on the service she provides and demonstrates a commitment to improve her provision. She is yet to formally evaluate her practice however, in order to fully identify her strengths and areas for development. The childminder is well organised in most aspects of her provision, although some documentation is not in place, resulting in the childminder not complying with one of the specific legal requirements.

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

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

- obtain all necessary information from parents in advance of a child being admitted to the provision, including: any special dietary and health requirements; information about who has legal contact and parental responsibility for a child; and permission for the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).
- 03/05/2010

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

- further develop children's learning records to clearly track their development and show their next steps for learning in all areas
- improve the steps taken to safeguard and promote the welfare of children by carrying out regular evacuation drills and by requesting written permission from parents for children to go on outings
- develop a more formal system for self-evaluation.

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

Children are generally well safeguarded through appropriate systems and procedures. The childminder has a written safeguarding policy and is clear about the action she would take if she had any concerns regarding the children in her care. All household members are known to Ofsted to enable appropriate checks to be undertaken. The premises are secure and risk assessments are carried out and recorded, which ensures children's safety. The childminder maintains most other required documentation relating to her registration appropriately. However, contracts and child record forms have not been completed with parents. This has meant that certain required information has not been recorded about the children, including any special dietary or health requirements, or information about who has legal contact and parental responsibility for the children, although the childminder has obtained this information verbally. In addition, the childminder has also not obtained written parental consent to seek emergency medical advice or treatment, which could compromise children's safety.

The childminder is aware of the benefits of self-evaluation, but she is still in the very early stages of monitoring her provision and identifying areas for improvement. Through discussion, the childminder shows a willingness to further develop her practice, and has addressed the areas for development identified at registration.

The childminder organises the environment effectively to ensure children have suitable areas for play and rest. She is aware of their individual needs and plans effectively to ensure toys and activities are readily accessible, which encourages children to be independent with their learning and make choices about what they play with. Resources are interesting and appropriate for the children's age and developmental stage. As well as playing in the childminder's home and garden, children also benefit from local trips to the park and toddler groups as well as outings further afield to museums and animal parks, which broadens their horizons and adds to the different experiences they have.

Each child is valued as an individual and everyone is treated fairly and with equal concern. Equality and diversity are promoted well to help children develop an awareness of the society they live in and an understanding of the needs of others. The childminder is aware of the need to work in partnership with other providers and professionals delivering the Early Years Foundation Stage to children who may also attend her setting. She has developed good relationships with the parents. Parents are kept well-informed of their child's day and achievements and have daily opportunities to discuss these. The childminder has developed written policies

and procedures to ensure parents are informed of the main aspects of her business, and they receive their own copy of these. A notice board by the front door also provides useful information, such as the fire evacuation plan, the contact details for Ofsted and information about the activities and meals that have been provided each day.

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

Children are making good progress in their learning and development. The childminder sits and plays with the children at their level and subtly introduces learning through play activities. She provides a good balance of child-led and planned adult-led activities such as baking, growing vegetables, junk modelling, making papier mâché Easter eggs and other creative activities. She does not plan topics as such but incorporates events that occur throughout the year such as Chinese New Year and Saint Georges day. The childminder has started to record her observations of children's play, linked to the different areas of learning, although she does not clearly track children's development or record their next steps in learning in all areas.

Children enjoy their time with the childminder and are confident and secure. They benefit from her interaction during play, where she chats, explains and asks questions to promote children's learning. The children are busy, motivated and absorbed in their play as they draw pictures and look at photographs of themselves, recalling the activities they have taken part in. They enjoy each other's company and happily sing along together to pop songs and dance to the music. The children are familiar with numbers and show good concentration skills, working hard to complete a floor puzzle and using the picture on the box to help them find out what piece they need next. Good opportunities are provided for children to practise emergent writing as they make invitations for a teddy bears picnic and write menus for their pizza shop. They enjoy playing outside, chalking on the patio and learning, with the childminder's support, how to control a racket and hit a ball with their bat.

Children play in a home environment which is maintained to a good standard of cleanliness and they follow routine hygiene procedures, such as washing their hands before eating. The childminder provides well balanced, nutritious meals and has also obtained a 'safer food' booklet to update her knowledge with regards to food hygiene. The childminder makes good use of the canal nearby to go on walks and ensure that children enjoy regular fresh air and exercise. Children feel safe and secure in the setting and are to starting to learn about keeping safe as the childminder offers them explanations about safety rules. However, she does not regularly practise emergency evacuation procedures with the children, which limits their understanding of fire safety and what to do in the event of a fire. In addition, parents have only given verbal agreements for their children to go on outings and be transported in the childminder's vehicle. Children behave well as they are well occupied and the childminder uses positive methods such as praise and distraction to manage behaviour. They are learning skills for the future as they learn to play together and develop language and social skills.

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

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

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|------------------------------------------------------------------------------------------------------|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</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                             | 2 |
| 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                                | 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                           | 3 |
| 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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