

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY413336        |
| <b>Inspection date</b>         | 19/01/2011      |
| <b>Inspector</b>               | Michele Beasley |
| <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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2010. She lives with her husband and their three children aged seven, five and four years old. They live in a detached house in Fareham. The property is close to local schools and amenities and there is a park nearby. The whole of the property is used for childminding with toilet facilities available on both floors. There is a fully enclosed garden available for outside play and the family have four tortoises as pets.

The childminder is registered to care for a maximum of three children under eight years at any one time; no more than two may be in the early years age range. She has two children currently on roll in the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children make progress in this setting as the childminder is keen in meeting the needs of the children in the Early Years Foundation Stage through her work practice. She recognises the uniqueness of all children, ensuring their individual requirements are met. Required documentation is in place. Through discussion and use of a good range of resources the childminder ensures an inclusive environment is provided for all children. Through her ability to self-evaluate her provision she demonstrates a good capacity for continuous improvement such as providing more activities incorporating maths.

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

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

- develop systems of self-evaluation to identify and maintain continuous improvement.
- develop an awareness of number through play, and every day situations such as counting buttons on clothing

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

The childminder has comprehensive and inclusive policies and procedures. She ensures parents understand her policies by discussing them during introductory meetings. The childminder records her risk assessments and takes steps to reduce hazards effectively in the home and for outings. Children wear fluorescent jackets

and wrist bands with the childminders telephone number on. The childminder develops safe zones through the use of safety gates, which prevent their access to some areas of the home. Emergency evacuation is practised and recorded regularly to ensure all children are clear of how to make a swift and safe exit from the home. The childminder has a clear understanding of the possible signs of abuse, knows to record any concerns and commits to taking appropriate steps promptly. This safeguards the children well. All adults living in the premises are known to Ofsted and have been suitably vetted.

The childminder provides a wide range of activities and resources for the children. Children choose what activities they would like to play with from toys and equipment displayed in low level storage in the playroom. This helps to develop children's independence and self-esteem. Children go on frequent outings into the community, such as story time at the library and to the park where they meet people from socially diverse backgrounds. The childminder incorporates cultural activities into her planning such as Halloween and Divali. Consequently, this gives the children a wider view of society and the world we live in. Children have plenty of space for their activities and easy access to the garden, which promotes learning opportunities inside and outside. The childminder rotates resources to maintain the children's interest, and has purchased wooden toys and books that reflect diversity and childhood experiences. This good organisation of resources and routines supports children's care and learning well.

The childminder establishes strong relationships with parents. She meets both parents during the initial registration visit in her home prior to children starting in her care. This provides good opportunities to discuss her provision and their needs in detail. Parents complete contracts, consent forms and forms that seek additional information about children's individual needs, interests and dislikes. This helps the childminder identify their starting points, home routines and backgrounds in order to provide continuity in their care and development. Once care is established, she shares information with parents through daily dairies and discussions at handover. This keeps parents well informed about their children's interests, new friends and activities, as well as care details such as their diets and naps. She further involves parents in their children's learning by receiving feedback from children's questionnaires and sharing with parents children's progress records and her assessment of their learning and next possible steps. The childminder is committed to her role and driving improvement; she recognises that her service is continually evolving and strives to build on current practice through additional training and evaluation.

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

The childminder supports children's learning and development well. She is quick to follow their interests and builds on these to extend their development and learning. A child was keen to make and taste chicken fajatas, these were made with the children and eaten. To extend the interest children enjoyed getting treats out of a mexican Pinata. This child led activity gives the childrne an awareness of

food from another country and celebrations within that country. Young babies touch hard pasta and play with wooden toys and electronic toys. Children accompany the childminder to the greengrocers to choose fruit such as bananas for snack time. They have easy access to the garden where they develop physical skills. These activities help children develop enthusiasm for learning and confidence to try new things, and they make good progress towards the early learning goals.

The childminder observes the children as they play and uses photographs and written observations to record their progress towards the early learning goals. She summarises their learning and identifies their next possible steps and develops activity plans to support these. The childminder uses her records to ensure that children make progress in all areas of learning. However, activities incorporating maths is limited. She liaises closely with parents and has written permission in place to liaise with other EYFS providers that the children attend.

Children develop a strong sense of belonging as the childminder gives them attention and support during activities. They show that they feel safe and trust the childminder as they give her spontaneous hugs and as they laugh and have fun while enjoying their activities. Children learn to play safely with the childminder's close support. Children appear happy within the environment and the childminder has built very strong bonds with them. She interacts with the children at their level, incidentally supporting their learning as they play. For example, babies enjoy texture books and look at their own reflection in a mirror. The childminder plays peek-a-boo games with the child, this introduces the concept of cause and effect. She gives children immense praise for their achievements, which in turn boosts their self-esteem and confidence.

The childminder ensures that children's welfare is promoted and they are safeguarded. Picture prompts, gentle reminders and good procedures promote a clean environment and children adopting positive habits for a healthy lifestyle. They learn why it is important to wash hands, having their own individual named towels to dry them on. They benefit from regular outings into the community to toddler group, story time at the library, the park and a Children's Centre; all of which contributes to their physical fitness and development, socialising with others and developing knowledge and understanding of the environment. Healthy eating is promoted, a varied menu of wholesome, food is offered. This promotes healthy eating. Mealtimes are enjoyed together, making them a sociable occasion and encouraging the children to try new foods. The childminder is flexible to support families' individual needs. She has all required documentation to ensure health and care requirements can be identified and met.

## 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 |
|------------------------------------------------------------------|---|

### 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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