

## Inspection report for early years provision

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<b>Unique reference number</b>	EY415368
<b>Inspection date</b>	30/03/2011
<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.

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 2010. She lives in a bungalow with her husband and two children aged one and two years in Romsey, Hampshire. All areas of the home are used for childminding and there is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for four children aged under eight years, one of whom may be in the early years age group. At present she is caring for two children, both are in the early years age group.

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 thrive in the nurturing environment where they are all valued and included. Strong relationships forged with parents and others involved in children's care, have a significant impact on ensuring their individual needs are met well. Overall, children's learning and safety are promoted successfully. The childminder has begun evaluating her practice enabling her to identify areas to further develop. This demonstrates a strong commitment to drive improvements.

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

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

- ensure the appropriate fire detection and control equipment, such as the fire blanket, is in working order. 06/04/2011

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

- extend learning and development opportunities further through analysing observations to help plan the next steps in all aspects of the areas of learning.

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

Children are well safeguarded as the childminder gives high regard to promoting their safety. Adults in the home are suitably vetted and she is clear about the

procedure to follow should she have a concern regarding a child in her care. Thorough risk assessments are conducted within the home and for outings with effective measures being taken to minimise possible risks. She has a suitable emergency evacuation procedure in place and keeps a record of when she and children practice it. However, the fire blanket is not easily accessible and ready for use in an emergency as it is stored in a drawer and not mounted as the manufacturers instructions show. This is a breach of regulations. A comprehensive range of policies and procedures that underpin her good practice, are shared with parents. All of the appropriate records and parental consents are in place to ensure children's health and welfare are secured.

The childminder spends her time focused on the children. She organises her home well enabling her to provide a clean and stimulating learning environment for children to play and explore both indoors and outside. Equality and diversity are promoted well as she considers all children and their individual health needs. Although no children attend at present with special educational needs and/or disabilities and who speak English as an additional language, she is clear how she will welcome and support them. Close liaison with other providers of the Early Years Foundation Stage to which children attend, ensures their needs are met and continuity in their learning. A wide range of resources are accessible, some of which promote positive images of all people in society. The childminder ensures all children can take part in activities by providing a wide range of equipment they can use at their own development level. For example when using paint, one year old children explore with their fingers while older children use brushes. She provides enough equipment to ensure all children can participate. For example, enough scissors for a set each which helps them remain focused on their activities.

In the short time since registration, the childminder has formed strong partnerships with parents which benefits children. Parents report they are very happy with the care their children receive and the progress they make. Effective systems are used to share information on a regular basis. As well as discussions, these include a menu of meals provided for each week, and a written account of the child's day in their portfolio and observations of their achievements and progress. Parents contribute to this record which shows they are fully involved in their children's learning and development. The childminder seeks comments from parents to help her evaluate her practice and listens to their views of children. She makes improvements to her provision and develops her knowledge of childcare through attending relevant training. Comments from parents are sought to help her evaluate her practice and she listens to their views of children. She identifies areas she wishes further develop to which helps her improve outcomes for children.

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

Children are very happy and settled with the childminder who helps them to enjoy and achieve. She gets to know them well, helping them to quickly feel safe and secure. The childminder demonstrates a clear understanding of each child's

uniqueness. Overall, she plans for their individual learning effectively using her observations to plan for the next steps for most aspects of the areas of learning. She encourages children to develop new skills by planning an appropriate personal goal for them to aim to achieve each month. For example, children aged three years learn to put their coats and shoes on and off. She provides a stimulating and easily accessible environment, both indoors and outside where children engage in a wide range of activities. Children benefit from a balance of interesting adult-led activities such as cooking as well as initiating their own play and ideas. They use the garden regularly and enjoy outings to the local countryside where they explore the different leaves they find, bringing some home to stick in their scrap books. They learn about animals and experience feeding goats on a visit to the farm. As a result, children generally make good progress in all areas of their learning and development.

Children develop good skills for the future as they use electronic toys such as remote control cars. They skilfully use the switches on the control to make the vehicle move forwards and backwards. They use numbers and work out problems in their everyday play. For example, while playing with the kitchen equipment they explain they are putting the hot drink in the fridge to cool down for nine minutes. They find they need to move things in the fridge to get the container in describing it as too big. School age children learn to tell the time, using clocks to set the times for meals. The childminder helps develop children's language as she encourages them to pronounce words correctly. Children happily repeat the word orange, showing pleasure in saying it correctly.

Children are confident and play a positive contribution to the setting as they learn self-care skills proudly announcing they have washed their hands after using the toilet. They are learning to manage their own behaviour through the clear and consistent boundaries set by the childminder. They respond well to the effective strategies she uses such as constant praise and encouragement and the use of a star chart for positive behaviours. They learn to share and consider others. They learn about others in society as they use a suitable range of play equipment and books that promote diversity. Children have many opportunities to explore different materials and be creative. For example, they make cards to celebrate Mothers Day using glue to stick feathers and flowers on. They draw round their hands and paint pictures.

Children are learning about healthy lifestyles well. They have many opportunities to play and learn in the garden. They develop physical skills and muscles as they sit on wheeled toys and use equipment including a trampoline and a slide. Children are starting to learn about healthy foods that are good for them as the childminder provides them with nutritious meals. They follow effective hygiene routines such as brushing their teeth after breakfast. Children are developing an understanding of keeping themselves and others safe as they take part in fire drills and pack away toys to make the area safe. They are gently reminded to pick up the lids of pens that may get dropped on the floor to protect young children.

## 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	2
The effectiveness of the setting's engagement with parents and carers	2

### 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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met