

## Inspection report for early years provision

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<b>Unique reference number</b>	112521
<b>Inspection date</b>	22/06/2011
<b>Inspector</b>	Alison Kaplonek

<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.

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## **Description of the childminding**

The childminder has been registered to care for children since 1998. She lives with her husband in a house in the Oakley area of Basingstoke, which is close to local schools and shops. All areas of the property are suitable for childminding, although children spend the majority of their time downstairs where there are toilet and washing facilities. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder may care for no more than six children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. There are currently five children on roll who attend part time; of these, three are in the early years age group.

The childminder is a member of the National Childminding Association and helps to organise the local childminding group.

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

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming and calm environment. She has a generally good understanding of every child's individual needs. This ensures that most aspects of children's welfare and learning are successfully promoted, and that children feel safe and settled. The assessment and planning systems and the provision of resources are generally satisfactory. Children enjoy a range of interesting learning experiences, both inside the home and when visiting local amenities. The childminder strives to improve her practice and has fully implemented the recommendation from her last inspection.

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

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

- improve the risk assessment to cover anything with which a child may come into contact
- improve the assessment and planning systems to ensure that accurate evaluations are made about each child's stage of learning and development and used to plan clear next steps across all areas of learning
- increase the range of positive images available to help children embrace differences in special educational needs and disabilities.

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

A good range of policies and procedures, as well as organised record keeping, ensures that all children's welfare needs are satisfactorily met. The childminder is suitably vetted and ensures that children are safeguarded and always supervised. She maintains good safety standards within the house using a range of equipment such as stair gates, cupboard locks and smoke alarms for added security. She completes contracts and children's detail forms with parents, and records children's times of arrival and departure. She 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. Although risk assessments are carried out, they do not include all equipment that children may come into contact with, for example the trampoline.

Daily routines ensure that children have a range of enjoyable play opportunities, including interacting with other children outside the home. A good range of well organised resources are laid out for them each day, to enable them to make choices and initiate their own learning. The childminder welcomes all children into her care and works closely with parents and other settings to meet their individual needs. Parents are kept very well informed of their children's daily routines, through verbal feedback when children are collected. They state, through questionnaires issued by the childminder, that they are very pleased with the care and learning provided. The childminder has some resources in place to encourage children to talk about differences and valuing others, but does not have many to help promote children's understanding of special education needs and/or disabilities. Although self-evaluation is informal, the childminder is aware of her strengths and some of the areas for development, and ensures that all required documentation and essential training is kept up to date.

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

Children make sound progress in all areas of learning and development. They take part in a range of activities, some of which are adult led, such as art and craft activities, going to the park or learning how to use scissors. At other times they initiate their own activities, and enjoy playing with the dolls or pretending to go shopping. Children enjoy the company of the childminder and request that she joins in their play. They ask for support as they use the tools to cut or shape the dough, and request certain stories to be read to them.

The childminder knows the children well and has begun to make observations and assessments of children's progress, building up scrap books of children's work for parents to see. She has started to identify some next steps for learning for each child, although these are not yet linked to the six areas of learning or used for future planning.

Children play and learn in a very safe and secure environment, where they are protected by the use of a range of equipment, such as fire blankets, smoke alarms and cupboard locks. Children are clear about the house rules and understand about not running indoors, and being careful of toys left on the floor. They help to tidy up, and talk about crossing the road safely as they walk to school or the park. They regularly practise evacuating the premises with the childminder.

Children get plenty of fresh air and exercise as they walk to school or play in the large and varied garden area. They learn about good hygiene procedures as they wash their hands before eating, using the soap and individual paper towels provided. Healthy meals are provided in accordance with the wishes of parents, and drinks are always available. Children are encouraged to try new flavours and talk about healthy eating as they enjoy vegetables and fruit at snack time. All children are welcomed into the setting and learn to respect each other, to share and take turns. They are encouraged to take responsibility, for example clearing the table or tidying up.

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

### 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>	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	3
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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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