

## Inspection report for early years provision

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<b>Unique reference number</b>	110677
<b>Inspection date</b>	19/10/2011
<b>Inspector</b>	Susan May

<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 registered in 1992. She lives with her husband and adult daughter in the village of Hook, Hampshire. The ground floor of the house is used for minding with the first floor used for sleeping. There is a fully enclosed garden for outside play. The family has a cat and a dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time. The childminder is currently minding two children in the early years age group. The childminder also cares for older children.

The childminder is prepared to take and collect children from local schools and pre-schools.

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

Overall the quality of the provision is outstanding.

Children thrive in a very secure, extremely welcoming and homely family environment. The childminder has an excellent understanding that children learn through play and overall provides them with exceptional and exciting learning opportunities. Consequently, children make rapid progress in their learning and development. The childminder recognises the uniqueness of each child providing a highly inclusive service where each child is respected and valued. The childminder establishes outstanding partnerships with parents and others involved in the children's care. She demonstrates an excellent ability to maintain continuous improvement and sustain high quality outcomes for children.

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

To further improve the high quality early years provision the registered person should consider:

- developing further the outdoor area to maximise children's early learning and development.

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

Children are safeguarded exceptionally well as the childminder makes children's welfare and safety a priority. She has a clear understanding of her role and responsibilities to protect children in her care; this is supported by an excellent range of policies and procedures. Children are cared for in an extremely safe and secure environment and never left unattended with persons not vetted. The childminder has completed extremely comprehensive risk assessments on her

home and for outings that help to keep children safe wherever they are.

The childminder is enthusiastic and passionate about her work with children ensuring children receive a play based environment and approach relating to their individual interests and spontaneity. She has an excellent knowledge of the Early Years Foundation Stage framework and provides children with an amazing range of learning opportunities. The exceptional organisation of resources throughout different areas of the home and garden enable children to independently choose what they wish to play with. These are constantly reviewed as the childminder seeks to maximize children's early learning and development. For example, she is developing further opportunities for children to develop their early writing skills as they play outdoors. Equality and diversity practices are excellent because the childminder is deeply committed to providing an inclusive environment. Children clearly feel a sense of belonging as they become part of her extended family. All children and their families are welcomed, valued and respected. Children's individual needs are met in the highly inclusive environment the childminder offers.

The partnership with parents and others involved in the children's care is outstanding. Parents receive information through policies, procedures, daily diaries, discussion and development records. All the relevant children's documentation is in place, stored securely and confidentiality observed at all times. Links with other settings the children attend is via monthly meetings between pre-school staff and shared written records of children's progress. Parents, staff and the childminder then work effectively together to help plan the next steps of their children's development. Parents are consulted regularly through discussion and questionnaires about the childminding service to help the childminder continually meet the needs of their children. Children are also requested to express their opinions on what they like or dislike. Parents make extremely positive comments about the care that children receive. For example, 'The childminder captures the best of what being at home with a loving adult offers, combined with learning opportunities and development activities associated with pre-schools. What a wonderful start to their lives'.

The childminder is highly motivated and committed to improving her knowledge and practice. She attends regular and relevant training courses with the local authority and external agencies and is booked on to further courses to update her knowledge. Excellent systems are in place to monitor and evaluate her practice. Regular reflection and self-evaluation assist in supporting the childminder continues to provide the very best opportunities for the children and their families.

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

Children are extremely confident and secure in their surroundings. They move freely around the home and garden choosing from a wonderful range of toys and resources that promote their learning. The childminder clearly enjoys her work and all children benefit from the individual time and attention they receive from her. Children develop positive attitudes towards learning as all planning is flexible;

activities are fun and entirely based on their own ideas, interests and abilities. Children have their own progress files in which the childminder records her observations of their play. These are used effectively with input from parents and pre-school staff helping identify and inform planning for the next steps in children's learning. This excellent sharing of information helps ensure continuity in children's learning and development.

Children happily participate in activities, which cover all their areas of learning and help develop their future life-skills. For example, they engage in activities, such as, growing a range of fruit and vegetables. As a result, they are aware of where food comes from and understand about healthy eating. Children thoroughly enjoy being creative and using their imaginations. They explore real and imaginary situations such as talking to daddy on the telephone, asking him to bring batteries home to fix the lights and what he would like for tea. They have access to a range of interactive and electronic toys in their play and happily press buttons for the sound effects and pretend to be at work using the computer. Children's understanding of number is developing very well. They count how many beads they have threaded to make a necklace, talk about the beads size, shape and colour and sequence as they put them in order. Outings to local parks, facilities in the area and meeting with other childminders enable children to be aware of the local area and to socialise with others. Children develop a strong sense of identity as they begin to recognize similarities and differences in themselves and others, for example, as they identify eye colours. Resources and posters reflecting positive images, cultures and disabilities successfully support their increasing understanding of a diverse society.

Children's behaviour is exemplary. The childminder provides a calm role model who is committed to promoting good behaviour and manners. Children say 'please' and 'thank you' without prompting, listen with respect to each other and show increasing consideration for each other and resources. They have established excellent caring and trusting relationships with the childminder and readily receive lots of hugs and cuddles from her. Praise and encouragement is continually given to promote self-esteem and the childminder listens and respects what children have to say. Children are articulate, chat, sing and giggle happily as they play. They show independence, for example, as they go to the bathroom or select what they want to play with.

Children are developing an excellent understanding of keeping healthy. They can access their drink when required and the childminder offers them a range of healthy meals and snacks each day. Children begin to demonstrate an understanding of their bodies as they tell the childminder they do not want snack because they are not hungry but they are thirsty and want their drink. They are aware of hygiene issues such as, washing their hands before eating and can identify their own towels. Children have access to fresh air as they regularly play in the garden and visit local parks where they play on a range of outdoor equipment. Photographs of their 'adventures' show their obvious pleasure and excitement as they explore new environments. Children's routines are followed in line with parents' wishes and children are able to rest and relax when they wish. Children demonstrate an excellent awareness of keeping themselves safe. For example, they ask the childminder to move the toy cooker reminding her that she will need

to use two hands to hold it properly. Children begin to understand about caring for the environment and sustainability as they know litter must go into a bin and plastic and glass bottles are recycled.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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