

## Inspection report for early years provision

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<b>Unique reference number</b>	110974
<b>Inspection date</b>	03/12/2008
<b>Inspector</b>	Loraine Wardlaw
<b>Type of setting</b>	Childminder

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder was registered in 1999. She lives with her husband and teenage son in a four bedroom bungalow in Fair Oak, Eastleigh. There is access to a secure garden for outdoor play. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She may care for no more than six children under eight years at any one time. She is currently caring for five children in the early years age group and two children in the later years age group. Six children attend part-time and one attends full-time. The family has a pet dog. The childminder is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

Children thrive and flourish in the highly stimulating home environment. The childminder is a knowledgeable and skilful practitioner who consistently puts children at the heart of all that she does. Her excellent interaction and the way she relates to young children is a particular strength of her provision. Children's needs are exceptionally well met because the childminder is adept at tuning in to young children and works very effectively in partnership with parents. The childminder is continually working to improve her already highly successful practice.

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

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

- find different ways of further promoting toddlers' personal and social skills

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

The excellent organisation of the childminding service ensures that the childminder can effectively focus on promoting the best possible outcomes for children. She has clear objectives and, coupled with her natural skill and ability, this means that children receive very good care, attention and learning experiences. Her self-evaluation is extensive, rigorous and ongoing which guarantees her practice is continually moving forward. She involves the household members in her evaluations and parents give ideas and positive verbal feedback. The childminder takes part in regular training, attending workshops throughout the year, and is currently studying child psychology, which reinforces her excellent practice. Her documentation and record keeping is kept up to date. Parents are well aware of the childminder's practices because they receive a very good 'Guide to my childminding services' book when they commence. Ongoing, effective two-way communication takes place, both verbally and in daily diaries which the childminder responds to proactively. For example, when a child develops an allergy she works in partnership with all the parents to ensure the child does not come into contact

with certain foods. The childminder liaises successfully with the pre-school and parents to ensure they complement each other in meeting the children's learning needs; they meet to discuss the children and progress records are shared with parents. Children are safeguarded well because the childminder is confident about the procedure to follow should she have concerns about a child. She is proactive about giving new parents leaflets in response to child protection issues in the media.

## **The quality and standards of the early years provision**

Children delight in their time with the childminder; she values and focuses on each child, ensuring they receive high standards of care and education. Children participate eagerly and with great enjoyment at the adult-led activities and pursue their own play activities with enthusiasm. They demonstrate they are making rapid progress towards the early learning goals because the childminder is an excellent facilitator of children's learning. Her very good knowledge of development matters, coupled with her excellent interaction means that children laugh and have fun whilst learning. For example, children under three run eagerly to the bathroom to wash their hands in readiness for the cooking activity. They sit at a low table in the kitchen, in their coloured aprons, taking turns to mix, while they count together, giving them a sense of time. They recall the ingredients they weighed out before the school run and know what to add next to make the cake mixture. The childminder is expert in posing open-ended questions and suggestions that encourage the children to think and talk. She introduces new vocabulary such as 'curdled' and 'raw'. They spoon the mixture into the cake cases and gain an awareness of quantity and size when talking about how many cake cases they have put the mixture in and the size of the cakes. Toddlers listen well to the childminder's instructions and are aware of the technology all around them, because the childminder regularly talks to them about this. For example, a two-year-old comments that the remnants of the cake mixture in the bowl are 'ready' when they hear the 'ding' of the microwave; children are keen to taste the cooked mixture, developing their senses. A toddler also says spontaneously during the cooking activity 'your boiler is working now', remembering a conversation about the broken boiler. Children squeal with delight when they go to look at the cakes rising in the oven and are made very aware of how to stay safe when the childminder takes the cakes out of the oven. Children are taken to the library and have a keen interest in books; they listen eagerly to their favourite story. The childminder makes it meaningful for the toddlers by relating it to their play and the varied experiences she gives them. For example, whilst reading 'Ten Fabulous Fairies' children look at pictures and count while the childminder reads 'eight excited fairies bought cake from cake heaven, one ate one and then there were seven'. She then asks, promoting their thinking 'do you think the cakes will be the same as ours?' The childminder picks up on the children's interests and extends their play effectively. A child excitedly asks to play music, so the childminder switches on the CD player and together they get out the instruments. A toddler who has just mastered the skill of playing the triangle eagerly plays along to their favourite Teletubby song. They play fast and slow, encouraged by the childminder, and move to the music. Children enjoy good care routines, sleeping in cots in the afternoons and have sociable snack and mealtime routines. After the morning

school walk, children sit down at the low table for a fruit snack and a drink after their exercise. The childminder is careful to ensure children have enough physical activity each day; with younger children she gradually builds up their walk to and from school and they access the park on route. Children behave extremely well. They are making very good progress in their personal and social skills, but the childminder would like to promote this area of their development further. Two-year-olds play together well and have a close, very positive relationship with the childminder. Children are consistently made aware of how to stay safe during their play activities, for example, during imaginary games, they are taught about 999 calls. When they become over zealous during their play, they respond positively when the childminder says firmly but kindly 'maybe that would not be a good idea; if that falls off, it may hit someone in the face'. The childminder has an excellent grasp on how to observe, assess and move children on in their next learning steps; this means that children experience high quality learning experiences whilst they are in her care.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.