

Inspection report for early years provision

Unique reference number	113221
Inspection date	02/12/2008
Inspector	Tonia Chilcott
Type of setting	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).

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.

Description of the childminding

The childminder has been registered since 1995. She lives with her husband and their two children; one adult child and one aged over eight. They live in a house in Hedge End, Southampton, that has no steps to access the property. Local amenities are within walking distance. All areas of the property are available for childminding. Children access a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children at any one time. Currently there are five children on roll, four of whom are 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.

Overall effectiveness of the early years provision

Children thoroughly enjoy their time with the childminder and benefit enormously from the loving relationships that the childminder has developed with them. Children's learning is extended exceptionally well by the childminder, who skilfully and effortlessly provides challenges that build on the children's existing interests and abilities. The childminder has an excellent awareness and understanding of the needs of each child in her care, thus ensuring that she is fully able to meet the unique needs of each child exceptionally well. The childminder is committed fully to continually improve the service she provides, and this is demonstrated with her commitment to ongoing training and development and the highly effective system in place that allows her to evaluate the provision she offers and to identify areas that she feels need further improvement.

What steps need to be taken to improve provision further?

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

- providing additional comfortable seating in the book corner area, to encourage children to access books further

The leadership and management of the early years provision

Children are very well protected by the childminder who has a secure understanding of safeguarding procedures. Highly effective systems to risk assess both the home environment and organised trips out of the home ensure that children are safe and free from potential hazards. Children learn to keep themselves safe during planned and everyday activities. For instance, they learn about fire safety whilst taking part in frequent fire drills that encourage children to think about how to leave the home in an emergency. Children benefit from the effective evaluation of the evacuation procedures that the childminder completes and uses as a tool to improve the procedure further.

The childminder is highly motivated and aspires to maintain high quality provision. This is achieved through regular and thorough self evaluation, that is used to identify areas to develop further, for instance, the book corner has been identified as an area of the play room to be made even more welcoming to children. This, together with the wide and varied range of training completed by the childminder, ensures that outcomes for children are effectively promoted throughout. Parents are provided with excellent quality information about the childminder, the service that she provides and written policies and procedures to ensure that they remain up to date. Imaginative systems are in place, to ensure that parents are kept up to date with their children's progress and demeanour at the setting. For example, when settling children in when they first attend, the childminder uses mobile telephone technology to provide the parents with photographs of the children happy and settled. Daily diaries are used effectively to share information between parents and the childminder. Excellent relationships are developed with the parents and other providers delivering the EYFS for children, that ensure continuity of learning and care for all children.

The quality and standards of the early years provision

The childminder has an excellent understanding of the Early Years Foundation Stage and how children learn; consequently she is able to skilfully and effortlessly extend children's learning. For example, by building on what she already knows about the children's likes, the childminder provides activities such as puzzles that engage children's interest in trains. The children then become completely immersed in the puzzle task at hand, and when completed easily, the childminder provides a more challenging puzzle, which again the children become completely enthralled in until it is completed. Children concentrate for long periods whilst completing the train puzzles, selecting and moving the pieces until the correct piece is found; all the while receiving praise and support skilfully delivered by the childminder.

Children access an excellent range of activities throughout their time with the childminder. The learning environment is well presented to ensure that children are able to make choices from the wide range of resources available to them, whilst having suitable space to play freely. Imaginative and exciting activities, such as mark making in the garden with squeeze water bottles, ensure that children remain involved and interested throughout. The children benefit greatly from the effortless way that the childminder extends their learning through effective questioning and guidance. Children ask the childminder, verbally or through gesture, to play board games with them. They quickly learn to share and take turns whilst playing games that encourage and extend their learning about colour and sorting.

Observations of children's progress are recorded within their individual learning and development files and provide a clear and thorough record of children's progress. Photographic images are used well along with written observations and an imaginative sticker system to ensure that the development records are clear and easily understood by parents and other providers. Development records clearly highlight the next steps in children's development, and the information is used

exceptionally well to support and extend children's learning further. The childminder develops very good, loving relationships with the children, which ensures that children are confident in her care.

Children's health and wellbeing are promoted extremely well by the childminder who implements effective and robust procedures at all times. Children gain excellent personal hygiene skills, learning when to wash their hands before eating and after, using their hands to cover their mouths when coughing. Well managed systems are in place to ensure that all snacks and meals meet the individual dietary requirements of all children and are implemented very well to ensure that all children are included. Children behave impeccably in response to praise and encouragement throughout their time with the childminder.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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.