

Inspection report for early years provision

Unique reference number	112394
Inspection date	08/10/2008
Inspector	Coral Hales
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).

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 1990 and is a qualified practitioner and accredited Early Years Provider. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her husband and adult child in Petersfield, Hampshire.

All areas of the property are registered for childminding, although the downstairs area is used and contains all necessary facilities for children. There is a fully enclosed garden available for outside play. The childminder is registered to provide care for a maximum of six children at any one time. She currently provides care for four children aged under five and three aged over five. She also cares for three children aged over eight.

Overall effectiveness of the early years provision

The setting fully meets the needs of the children cared for as the childminder has an excellent understanding and full regard to the welfare and learning and development requirements of the Early Years Foundation Stage (EYFS). She is extremely skilled at making sure that all children benefit from the exciting range of planned and spontaneous activities that take place. She values each child as uniquely special and this ensures none are disadvantaged. She listens and responds to the children sensitively and this enables them to feel accepted and settled with a familiar adult. The very effective formal systems used for self-evaluation show that the childminder has a clear sense of purpose and an ambition for excellence, and a clear vision for the future.

What steps need to be taken to improve provision further?

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

- how to further develop the outside area to enable children to have continuous provision throughout

The leadership and management of the early years provision

The childminder is highly motivated and fully committed to further developing her knowledge and skills and enhancing what she does. She welcomes advice from the local authority and support networks and works closely with other professionals. She regularly reviews what she does and maintains excellent ongoing improvements for the children. This ensures that all areas of her provision are monitored in order to best promote positive outcomes for them.

Excellent communication with parents, both written and verbal, ensures children's individual needs are fully met. Parents are exceedingly well informed, for example,

about the introduction of the EYFS. This helps them to be aware of changes and helps them to understand about their child's learning. Daily diaries detail information relating to care and activities that the children have participated in.

The childminder has very effective systems in place to maintain children's safety. Her risk assessment clearly shows that she is taking positive steps to prevent accidents. She encourages children to begin to be aware of their own safety and allows them the freedom to discover and learn. For example, safety gates are not used routinely as the children are aware that they must not access the stairs. The childminder has a very good understanding of safeguarding children's welfare and all required documentation is in place and shared with parents. She has completed advanced training in child protection and has a very clear understanding of the procedures to follow to protect children in her care.

The quality and standards of the early years provision

Children are very happy and consistent, warm and caring interactions enable them to feel secure and enables them to thrive in the setting and make excellent progress in their learning. The childminder very effectively plans a balanced range of adult-initiated activities, whilst allowing lots of free play to ensure children are purposefully occupied throughout. She provides continuous provision for the younger children and has an extensive range of colourful, interesting and stimulating resources for them to use. This ensures that developmentally appropriate differentiation and challenge are provided for all children that reflect their abilities and interests. For example, to encourage younger children's developing language, 'Bob the Builder' resources offer them good levels of support whilst engaging their interest. Children participate eagerly and with great enjoyment and the childminder encourages their emerging communication skills, both gesture and verbal, to help them to develop their first words.

The childminder is very experienced and organises the day to focus on the children's needs, for example, she prepares art activities in advance when younger children are due to attend. This allows her to spend all her time with them offering encouragement and support and they quickly become totally absorbed, putting their hands into the paint and making prints. The childminder fully involves herself in their play at their level and offers continual challenge and stimulation. High levels of praise build their self-esteem and confidence. She is aware that levels of concentration with the younger children are short and therefore ensures that her planning is flexible. For example, she suggests to them that they might like to go out in the garden. This suggestion is greeted with excitement and boots and jackets are quickly found. Outside play is obviously a regular and familiar activity which they really enjoy and they use the outside equipment with developing skill and confidence. Children are fascinated by the tortoise and watch avidly as he moves around the border and as he camouflages himself under the bushes. Thorough initial and ongoing assessments identify what children can do and what they need to do to progress in their learning. As a result children build on what they already know and make excellent progress in their learning and development and towards the early learning goals. Records are used extremely well to support children.

The childminder promotes children's understanding of how to keep themselves safe, to be healthy and maintain their personal care really well. All children including the very youngest are encouraged to develop independent self-help skills. Facilities for them to use are exceptionally well maintained and ensure the risk of cross-infection is limited. Their own routines are followed and for example, when a child becomes tired she is quickly gathered up and put down for a sleep and suitable nappy changing arrangements are in place.

Children's interest in healthy food is very effectively promoted by the childminder who fully involves them when preparing the food. The younger ones eagerly help to find cups and bowls and make choices from healthy snacks of, for example, fresh fruit. The childminder provides cooked lunches for the children and they sit at the table to enjoy pasta and bolognaise sauce with carrots, broccoli and courgettes. They are given time to experiment and feed themselves using age appropriate bowls and cutlery. Home cooked and nutritious meals are also provided for the older children at the end of the day. This ensures that children's long term health is supported and they start to understand the benefits of maintaining a balanced diet. The childminder is skilled at developing and reinforcing children's social skills and they are encouraged to say 'please' and 'thank you'. Older children help themselves to drinks at any time and the younger ones have their own cups, which are refilled throughout the day to ensure they remain well hydrated. Children enjoy regular outings into the community and visit groups to develop their social skills and learn about the wider world. This ensures that they spend a considerable time out in the fresh air.

Children behave well and are effectively helped to understand suitable behaviour as the childminder ensures that she is a suitable role model. She gently reminds the younger children to enable them to develop positive behaviour and cleverly uses distraction when they find sharing difficult. Older children understand acceptable behaviour and issues are dealt with through discussion. This has led to the children creating their own list of acceptable behaviour and house rules and this is displayed in the playroom.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Outstanding
How well does the provision promote inclusive practice?	Outstanding
The capacity of the provision to maintain continuous improvement.	Outstanding

Leadership and management

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

Quality and standards

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

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

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

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.