

Inspection report for early years provision

Unique reference number	112131
Inspection date	05/02/2009
Inspector	Sylvia Dindar

Type of setting	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 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 1989. She is registered to care for no more than six children under eight years of age. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She currently has four children on roll, three of whom are in the early years age group.

She lives with her husband in West Totton from where she walks to the local park, shops and school. All areas of the property are available for the children; however the main area for play is on one level and takes place on the ground floor. Children are able to access a toilet at this level. There is a fully enclosed rear garden available for outside play.

The childminder helps to run a local carer and toddler group for minded children, which runs weekly. She is a member of the National Childminding Association. She is also a member of the New Forest childminding network and is in receipt of funding for nursery education for three and four year olds. She works with an assistant. She holds a National Vocational Qualification at level 3 in Early Years Child Care and Education.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children's individual needs are exceptionally well met as the childminder works innovatively with parents and other providers of care to ensure that all children are included and their uniqueness is celebrated.

Children are extremely well settled and are provided with an extensive range of meaningful play experiences and excellent resources that support their development and as a result they are making exceptional progress across all areas of learning and development.

The childminder is progressive and shows an excellent commitment to providing a high level of care and education for children. Through a range of robust systems of evaluation which involve parents, children and other professionals, she successfully identifies the key strengths and weaknesses with the setting. She uses this information successfully to bring about changes and ensures that the service she provides is highly effective in meeting the needs of children and their families.

What steps need to be taken to improve provision further?

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

- continuing to develop the use of the outdoor play area to ensure children's experiences are supported in different environments to further extend and

challenge their outdoor learning opportunities.

The leadership and management of the early years provision

The childminder is extremely well organised and has developed a range of clear and extensive record keeping systems to ensure that all children's individual needs are identified and met. All documentation required by regulation is kept efficiently and is accurate. She has a wide range of well thought out policies which she implements very effectively; this ensures children's safety and welfare. She shares these with parents in order for them to clearly understand the procedures that underpin the excellent inclusive child care environment she offers. She has an in depth knowledge and understanding of the Foundation Stage and how children learn.

The childminder is keen to embrace change and seeks out opportunities to progress her knowledge and enhance her skills through training and working with other professionals. She shares and disseminates this to other childminders as a support childminder allowing others to benefit from her excellent knowledge base. She provides reports for other providers of care so that they are able to share their knowledge and expertise. The childminder videos herself at work to observe her interaction with all children and ensure that they are getting the attention they need. She consistently re-accesses the environment and resources ensuring children are getting the best opportunities to suit their individual learning. One of the areas identified is the need to further develop the outdoor play area in order to make it more accessible for all weather play.

The childminder is extremely innovative in the ways she communicates with parents and as a result parents are well informed about their child's development. For example, excellent use is made of the computer; making a video and sharing it with them so that they are able to have an insight into their child's day and as a result feel confident that their children are well cared for and happy. Careful preparation is made to welcome new children into the setting, because the childminder works closely with the parents to ensure that the children's individual needs are met and detachment from their parents causes the least distress. Parents are provided with a clear and consistent record of their child's development and the childminder meets together with them regularly to share this. Parents are encouraged to contribute their knowledge of experiences their child has. This enables the childminder to use this information to support further learning and plan for the next stage of learning. A written agreement with the parents ensures that the childminder is able work effectively with other providers of care such as schools and pre-schools in ensuring the package of care and education is unique to each individual child. The childminder makes good use of discussion and parents' questionnaires to ensure the service she provides meets the needs of all who use her service. She knows the importance of continuity of care, for example the childminder uses excellent reward systems for good behaviour in the form of good behaviour certificates and has shared this with parents. She provides them with the resources so she can hear how well the children behave at home and re-enforce the praise they receive. This ensures

children's self-worth and esteem are promoted and their parents and carers are valued and respected.

The quality and standards of the early years provision

Children are making rapid progress in all areas of their learning and development. The childminder is passionate and extremely professional about her role as childminder. She places children at the centre of what she does. Through her excellent knowledge of the Early Years Foundation Stage (EYFS) she is able to plan flexibly ensuring the very best is made of opportunities and children have relevant and interesting meaningful play opportunities. For example, when it snowed the children were provided with first hand experiences of outdoor play creating and constructing a snowman co-operatively together. They formed a story book retelling their experiences and the play is extended through creating other activities to ensure all children are able to contribute to the book. For example, all children have made individual drawing; older children have hand written their observations practising their writing skills. All children were involved in successfully researching the world wide. They asked the World Wide Web 'What is snow?' and found the answer, learning that this is a useful way of finding information and also developing their control of the mouse. Their interest was then captured as the pages reveal animals that live in the snow and they are encouraged to use their language and talk about them. They become familiar with the use of the printer and are developing a wider knowledge of the world in which they live. The childminder has brought it together successfully by typing simple text and negotiated with children what she should write. Photographs show children enjoying the experiences and the book is laminated and brought to life for them. They proudly show it off and it has become integrated into the book box as a very special story.

Child size chairs and tables ensure that all children are able to play comfortably at a height that suits them. The childminder is mindful that children need to be able to achieve so ensures that resources are available to meet the children's needs. For example, when practising cutting and sticking she provides more manageable pieces of paper for younger, less able children to practise on and as a result children stay on task and proudly show off their achievements. Equally she provides developmentally appropriate activities for the more able children. They are developing their knowledge of size and numbers, for example through the use of peg board, singing rhymes and counting every day objects, such as the yoghurt raisins at snack time. They are successful in recognising numbers because they are familiar with seeing them in the childminding environment. For example, children recognise the laminated numbers in the crayon box. They recognise the colours of their individual towels in the cloakroom.

The childminder clearly understands that children learn best when they feel safe, secure confident and accepted for who they are. She is calm and works tirelessly to ensure that she is able to foster their self esteem and self worth. For example, she has realistic expectations of children's behaviour and understands each child is unique so responds differently but positively to individual children and takes into account their differing life experiences. This is set against clear and consistent

rules which help children understand the needs of others and how their behaviour impacts on them. Children are rewarded for good behaviour and therefore are eager to please. As a result children's behaviour is exceptional; they are polite and kind and are learning to manage their feelings. Children learn to keep themselves safe, for example they are encouraged to clear the toys from the floor so that they do not fall over and why it not a good idea to climb through the hole in the side of the chair to get down from the table. The childminder also talks to the children about keeping safe when crossing roads and stranger danger when out and about. Children are helped to conquer their fears through the exceptional support given by the childminder 'bringing to life' a large floppy doll to for example, to make a third person to support them. Through group activities and attending local groups children learn about their community and how to share respect and consider others.

Children's good health is supported through daily routines. For example, they walk to and from school and to local toddler groups. The garden area is well resourced and children are able to freely flow inside and outside. However, this is limited when the garden is water logged. At these times the childminder uses the local parks. Children have lots of opportunities to explore their environment and develop the confidence to climb and swing and develop their physical skills. In addition to this children learn how their bodies move through dancing and music and movement. Children bend and stretch as they construct large dens and then hide inside. They enjoy balanced and nutritious diets and mealtimes are sociable occasions when children sit together. She ensures that children understand about healthy eating through discussion and planned activities such as making place mats identifying healthy and non healthy foods and baking home made bread. She is also mindful that children need to have a realistic view and children learn that sweet treats are limited to special times and explaining to children the benefits of cleaning their teeth. Fresh water is available for children and children are regularly reminded to drink to ensure that they do not become dehydrated.

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

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.