

## Inspection report for early years provision

---

<b>Unique reference number</b>	111006
<b>Inspection date</b>	04/02/2009
<b>Inspector</b>	Michelle Ann Parham

<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 registered in 1994 and lives with her husband and two children in a residential area of Purbrook in Hampshire. The property has limited access as toileting facilities are situated on the first floor. The childminder uses the ground floor for childminding and there is a fully enclosed rear garden area suitable for outdoor play. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder has an NVQ Level 3 Early Years Care and Education qualification and attends groups for children on a regular basis.

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

Children thrive in this setting as the childminder is exemplary in meeting the needs of the children in the Early Years Foundation Stage (EYFS) through her outstanding work practice. She recognises the uniqueness of all children, ensuring their individual requirements are very well met and therefore promoting inclusion for all. The childminder is proactive in her role and through her commitment to further training, consultation with children and parents and taking account of recommendations made through inspection, demonstrates an excellent capacity for continuous 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:

- continue to work closely with parents and other key persons in setting next steps and targets for children's development.

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

The childminder provides an outstanding childcare service which is very well organised to support children's care, learning and development. Comprehensive self-evaluation is a key strength, contributing to excellent delivery of the EYFS and is an important tool to effectively evaluate, identify strengths and build on very good practice. The childminder is continually evolving in line with new initiatives and legislation, which has a positive impact on how children are supported and make very good progress. Consultation with children and parents by means of general discussion, questionnaires and a comment book ensure their views are sought and promote improvement. Observations show clear links to the six areas of learning, a balanced curriculum with children suitably challenged with interesting and fun activities and experiences. Equality of opportunity is highly promoted for

all children as they are valued for their individuality and have resources and activities that promote diversity and respect for others.

Children benefit from the childminder forging excellent links with parents and other key persons and she has identified how to further improve upon her current practice to involve parents/others in collaborative target setting for children's next steps. Highly effective systems are in place to share achievements and care routines with parents using individual daily record books which provide excellent insight into their child's time at the setting. Parents are fully informed about the childminding service as they are supplied with a varied selection of policies and have an excellent range of photographs and information displayed.

Procedures and work practice to safeguard children are exemplary as all hazards are identified and addressed. The childminder has completed advanced child protection training and comprehensively completes records to ensure welfare is well maintained. Robust systems in place ensure the regular assessment of risks around the home and when on outings.

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

Children are continually encouraged to extend their learning as the childminder is highly skilled in using effective questioning during free play and daily routines. For example, with young children she will ask them to name characters and predict what may happen as they look at favourite books together. Or, as they wash hands they will talk about why it is important to get rid of germs. Children have access to a wealth of good quality resources which are very well organised to be safe, stage appropriate and accessible. They make very good progress in their learning as the childminder recognises that all children are unique, allowing them to follow their interests, such as taking time to read through a favourite book that the child has brought from home. Records evidence that children have exciting and wonderful experiences out of the setting to extend their knowledge and understanding of the world. For example, children have visited a reptile centre and have observed a Boa Constrictor shedding its skin. The children also attend various groups such as toddler, Mucky Pups and gymnastics, which provide opportunities to develop social skills and confidence and promote physical fitness. Within the setting children participate in a wide variety of art and crafts as they draw, paint, model and make puppets such as frogs, therefore exploring their creativity. Art work is displayed prominently as are photographs which promote children's self worth and esteem. Resources are labelled and children have excellent opportunities to recognise text and that print has meaning from name cards and the wealth of fiction and non fiction books available. The interactive alphabet board is very well used as children identify letters, follow simple instructions and enjoy singing familiar songs, such as 'Three Blind Mice and London Bridge'. Children thrive in this setting as the childminder is highly skilled in her interaction and she ensures learning is an integral part of play, using effective questioning and allowing children time to think and problem solve. Independence and self motivation is also extremely well promoted through play and daily routines, such as children having a step in the toileting area to wash their hands, being involved in tidying away toys and wiping over tables before meals and by, for example,

spreading honey on their toast for snack and choosing which fruits they would like. As a result, children are encouraged to be independent learners, critical thinkers and to develop responsibility. Resources are very well organised for children to access independently, which ensures ample choice of their own play. Children also benefit from the childminder consulting them about their play, which again helps them feel important and develop confidence. Children have ample opportunities to problem solve and gain an understanding of numeracy as the childminder offers puzzles to complete, ensuring children are challenged. Calculation is commonplace, such as counting out the grapes at snack time using concepts such as more and same and counting the stairs as they use them. Children also learn about measurements as they compare height or as they plant strawberries and see how they grow. Opportunities to explore technology using interactive toys and a well planned curriculum promoting communication, language, literacy and numeracy contributes to children developing important skills for future economic well-being.

All welfare requirements are very well met and excellent use of safety measures such as gates and cupboard locks ensure children are always safe. All documentation is maintained to an exemplary standard and shared and signed by parents where required. Procedures to promote being healthy are excellent as children practise personal hygiene routines to prevent the spread of infection. Healthy eating is very well promoted and the childminder has recently acquired a 'Kids Healthy Eating Rewards Chart' to promote fresh drinking water, fruit and vegetables. She stores pack lunches appropriately for freshness and is flexible to offer a balanced meal for children if required. Children have regular healthy drinks throughout the day ensuring they are well nourished and hydrated. Children learn about foods that are good for them, for example, how cheese and milk is full of calcium and good for growing bones, and fruit and vegetable have vitamins that are needed for healthy development. Outdoor play is encouraged on a daily basis as the children spend time in the garden or use local community resources. They access a range of equipment, such as a slide, climbing frame and sit and ride toys, to promote fitness, balance and gross motor skills and learn about how exercise is good for a healthy body. As a result, children have a wealth of information and daily routines to promote healthy lifestyles and personal care routines from an early age.

The childminder enables the children to learn about being safe through emphasising the importance of safety measures such as seat belts and safety straps and demonstrating road safety and awareness of other hazards out of the setting. She uses 'A Safety Guide for Young Children - Feeling Happy, Feeling Safe' to discuss being safe and how to do that in various situations. The childminder's warm, calm manner is an important factor in her ability to manage behaviour in a highly positive way. Children learn acceptable behaviour through discussion, distraction and lots of explanation, whereby they learn the effect their behaviour has on others and how to be a positive member of society. Children are offered an abundance of praise and encouragement which has an extremely positive effect on their confidence and self-esteem. They are relaxed and happy in the setting and confidently interact, evidencing how they feel secure. The childminder promotes the Every Child Matters outcomes exceptionally well and thoroughly meets the needs of all the children who attend.

## 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

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.