

## Inspection report for early years provision

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<b>Unique reference number</b>	111300
<b>Inspection date</b>	03/02/2009
<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 their two teenage daughters. They live in a house in Bishopstoke, Eastleigh, which is within walking distance of local shops, parks, schools and pre-schools. All areas of the childminder's house are used for childminding and there is a fully enclosed garden for outside 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 a maximum of six children at any one time and currently cares for six children, in the early years age range, part-time. The family have two cats. The childminder is a member of the National Childminding Association.

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

The quality of the provision is outstanding. Young children flourish and show immense delight in the care of the childminder. She provides an extremely nurturing environment, where children are at the heart of all that the childminder does. Her proactive approach to continually improve on her successful provision is the childminder's particular strength; this means that innovative new ways are put into practice to further improve the outcomes for children, such as having road safety monitors. Children's needs are exceptionally well met because the childminder is skilled at tuning in to young children and builds extremely strong relationships with parents.

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

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

- extending children's knowledge and understanding of other cultures and beliefs that are significant to them

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

The childminder organises her provision effectively and efficiently to ensure the best possible outcomes for children are promoted. Her passion for working with children and providing a 'first class' service shines through; from her well organised paper work and personal policies down to her effective interaction and excellent relationships with children and parents. Her self-evaluation is extensive, rigorous and ongoing which guarantees her practice is continually moving forward. She meets regularly in the evenings with other childminders to talk about improvements and how they can put them into practice. For example, children make 'sensory baskets' and 'story bags' are made and rotated around the group. The childminder takes part in regular training, attending workshops throughout the year, such as 'developing a play based curriculum for under twos' which inspires

new ideas, which she implements. The childminder works very effectively in partnership with parents, who write extremely positively about the care and service she offers. She has very good open communication with them; she regularly visits parents and children in their own home to show and discuss their 'all about me', Early Years Foundation Stage development files and has daily 'health and well-being' diaries. She takes part in social events with the children's mums which contributes to the strong partnership she has with them. Children are safeguarded well because the childminder is confident about the procedure to follow should she have concerns about a child. She is proactive after attending a course and introduces a 'child protection log', in readiness to make a record of her concerns.

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

Children receive excellent care, attention and learning experiences both inside the home and outside. The childminder picks up on the children's interests and extends their activities extremely well. They are making very good progress towards the early learning goals, because the childminder plays with them, at their level, giving them excellent support, guidance and challenge. For example, under two-year-olds spend a long time playing with the small worlds 'happy street' with the childminder; excitedly pushing the car with gleeful vocalisations to her and giggle when they make the sounds in the small worlds 'tea shop', by pushing a small button. The childminder then extends this by encouraging the toddlers to listen and locate a different sound coming from the tea shop. Young children demonstrate they have a good understanding when they point to the flowers in the flower shop and show very good eye-hand co-ordination when they slot the flower tub into place. They clap gleefully when they find two small world people and stand them on the top of the house, pointing to each one as the childminder says 'one, two daddy's'. Children show excitement and extreme pleasure when the home-made, sensory basket is introduced to them; they shake bottles moving their bodies to the sound and laugh excitably as they knock a lot of the bottles over with their hands; they then put them all back into the basket when they have finished playing. The childminder observes children and extends their learning very well; such as when she purchases a new mirror toy for a toddler who is very interested, when out at a social group, in their reflection. She also introduces a lovely basket of varied balls, of different colours, sizes and texture, because young children show a very keen interest in balls. They squeeze the brightly coloured, spiky, soft balls to make them light up, have fun throwing the soft balls and kick skilfully the large material ball; they sit opposite the childminder briefly to play a rolling ball game with their legs apart. Photographic and observational records are kept of each child's achievements and their next learning steps. The childminder finds innovative ways of encouraging children to eat five fruit or vegetables a day, which effectively promotes healthy eating. They keep a record of their portion of fruit on the red apple magnetic board, and receive a certificate if they have tried new fruit or vegetables, giving them a high sense of achievement. Children wear 'if I'm lost' badges when taken out on an outing and learn to keep safe when crossing roads; they each take it in turns to be the 'road monitor' wearing a special badge, and telling everyone when it is safe to cross. The childminder plans play activities which raise children's awareness of some cultures and beliefs but they are not

always significant to the children and therefore this needs further development. Young children show a very keen interest in books; they snugly sit on the childminder's lap listening well to a short story and repeatedly select books from the shelf to look at. The childminder has made story bags with visual aids which successfully builds on children's enjoyment of books, and facilitates excellent communication, language and literacy skills.

## 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.