

Inspection report for early years provision

Unique reference number	110931
Inspection date	17/03/2009
Inspector	Carole Gronow
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 1998. She lives with her husband and two school-age children in a small town in the New Forest. All areas of the property are available for childminding, however this occurs on the ground floor where children have access to a dedicated playroom. There is a fully enclosed rear garden available for outdoor play.

The childminder is registered on the Early Years Register and on both parts of the Child Care Register. She is registered to care for a maximum of six children under eight years of age of which no more than three may be in the Early Years age group. She is currently caring for a total of thirteen children eight of whom are in the Early Years age group, all of them attend on a part time basis. The childminder walks to local schools to take and collect children and she attends the local parent and toddler group. She has an NVQ III in Early Years Care and Education.

The family have two cats.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder is committed to providing an extremely high quality and fully inclusive service. This ensures that all children receive an excellent standard of care and a curriculum that is tailored to meet their individual learning and development needs. Exceptionally good communication systems with parents and carers are a key strength of this provision which results in children who are very happy and well settled with the childminder. Effective and ongoing monitoring of her service ensures that the childminder identifies and subsequently addresses areas for development, thereby demonstrating a clear capacity to maintain ongoing 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:

- developing further a system to more clearly show the progress that children are making in their learning and development.

The leadership and management of the early years provision

The childminder discusses how she loves her work with children; she is both very enthusiastic and committed to continually improving her service. She does this through on-going training to refresh her current, broad knowledge base as well as to cover new subjects and also by constantly reviewing and evaluating her exceptionally good practice. She has an excellent understanding of the Early Years Foundation Stage (EYFS) and provides a wide range of exciting play opportunities

and activities to ensure that children make very good progress in all areas of their learning and development. The childminder gathers a lot of good quality information initially from parents and carers about their children and continuously updates this through ongoing discussions. Consequently she has an excellent knowledge of each of the children she cares for. She works with parents and carers to follow their child's individual routine as much as possible so that there is continuity and consistency in their care.

An excellent range of clear, regularly reviewed policies and procedures, which parents and carers are fully aware of, underpin all aspects of the childminder's practice. She holds an annual social event when she reminds them of these policies and procedures, bringing updated ones to their attention and providing them with an opportunity for discussion before they sign them. The childminder has excellent systems in place to ensure that parents and carers are kept fully informed about all aspects of their child's care, learning and development. As well as regular discussions with parents and carers, there is a wealth of relevant information on display in her home. On a daily basis she e-mails all parents and carers to give a detailed report on their child which not only covers care needs such sleeping times but also includes a copy of the day's menu showing what their child ate. The childminder also includes details of any activities a child has done, observations she has made and where they fit within the EYFS framework. She also provides photos to support this and, when relevant, next steps to support their learning and development. The childminder is building on the good links that she already has with other providers to liaise with them about children who they both care for and are in the Early Years age group.

Children are extremely well protected because the childminder is very vigilant and has an excellent understanding all aspects of safeguarding. She regularly updates her child protection training and frequently undertakes very detailed risk assessments, identifying and immediately addressing any potential hazards. Emergency details about all children are displayed in the playroom so that they can be accessed promptly and the location of the first aid kit is well signed. Regular checks on what she considers could be potential dangers mean that children are cared for in an exceptionally safe environment. For instance, both cooked foods and fridge temperatures are regularly monitored and recorded as is all fire equipment.

The quality and standards of the early years provision

Children love being with the childminder and they confidently call her by name and tell her what they would like to do. They have interesting conversations with her about their home life excitedly and enthusiastically explaining to her about flying on a plane last weekend and going to look for a new house. They are encouraged to develop good personal independence skills at every available opportunity for example, putting on and off shoes and coats, washing hands and carefully scrubbing their nails with a brush, deciding what they want to drink and whether they want it in a glass or a beaker. They are learning to develop healthy lifestyles and about being fit and active and they go outside daily. They are eager to play in the garden which holds a wealth of different toys and fixed play equipment. There,

they learn to negotiate the climbing frame steps to get to the slide and confidently come down it, sometimes head first. They play together on the glide slide and giggle as they bounce up and down on the trampoline. All this helps to develop their large muscles and improve their co-ordination. At snack time they laugh as they blow bubbles in their milk with their straws saying it looks like frogs spawn and later they go looking for some in the pond, having decided that it will look like jelly. Children benefit from the nutritious healthy meals which the childminder cooks for them every day such as pasta, with ham and sweet corn.

The childminder monitors each child's progress very well. She undertakes regular observations, records their achievements and links them to the relevant area of learning and age group in the EYFS. Some records are supported with photographs. The childminder uses her observations to identify each child's learning priorities and to track children's progress and identify gaps that she needs to plan to address. Although the childminder is fully aware of children's abilities and she is planning to enable children to make exceptionally good progress, her methods for recording this do not clearly show to others the progress that children are making in their learning and development. Children are continuously learning throughout their play because the childminder ensures that she introduces new words and concepts to extend them. For example, they compare size, squealing with delight as they try to be the first one to find the right lids to fit on the different sized pots that hold the play dough. With the childminder's excellent support they learn to use language such as too big, too small, not quite big enough or too loose.

Children learn how to keep themselves safe because the childminder places a strong emphasis on this. They are fully aware of her house rules and comply with these. For example, they do not go down into the garden until she is with them and tells them they can. They are all totally familiar with how to respond if they hear the smoke detectors because the childminder ensures that all children practise how to evacuate her premises at least once a month. They learn about stranger danger and how to cross roads safely, waiting for the green man on the pedestrian lights; walking children automatically hold on to the side of the buggy. Children are provided with a vast range of good quality toys and equipment most of which is stored in the dedicated playroom. Many of the toys and activities are easily accessible and children make independent choices about what to play with and get it for themselves. For instance, the dressing-up clothes are attractively presented on a clothes rail. Toys are stored in clearly labelled boxes which have pictures on them so that even the very young children can still choose from the ones that are kept at a higher level and then ask the childminder to get them, knowing that she will. Posters, pictures and photographs decorate all areas of the house that children have access to and are at their level which fosters their self-esteem. Children are exceptionally well behaved; often saying please and thank you without being reminded and enthusiastically helping the childminder to put things away when they are asked.

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.