

Inspection report for early years provision

Unique reference number	113015
Inspection date	25/02/2009
Inspector	Loraine Wardlaw
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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. She lives with her husband and their four children, two of whom are older students. They live in a house in Kings worthy, near Winchester, which is within walking distance of local shops, parks, schools and pre-schools. The downstairs area of the childminder's house and the main bedroom 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 five children, part-time, all of whom are in the early years age range. The family have two dogs, guinea pigs, mice and fish. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The quality of the provision is outstanding. Children flourish because the childminder is extremely responsive to children's welfare and learning needs. She tunes in very effectively to their development and provides a relaxed, natural home from home environment in which they thrive. The childminder is extremely pro-active about meeting the needs of children with learning difficulties and works successfully with parents. She expertly juggles the needs of the different age groups she cares for, each day, with ease. Her self-evaluation is rigorous and includes views from parents and older children; she continually builds on her excellent practice.

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 assessment and individual planning system, with further emphasis on promoting problem solving, reasoning and numeracy

The leadership and management of the early years provision

The very competent childminder consistently puts children at the heart of all that she does. She very effectively organises the day and her time to ensure children are well stimulated and engaged in active learning. Coupled with her natural skill and ability, as an early years practitioner, this means that the best possible outcomes for children are being promoted. Her self-evaluation is extensive, robust and ongoing which guarantees her practice is continually moving forward. She involves parents and older children in her evaluations and responds very flexibly to parents' requests and ideas. For example, she loans role play resources to promote pretend play in the child's home and changes meals offered to include more fish.

The childminder takes part in regular training, attending workshops throughout the year, and is currently completing a year course on Early Years Foundation Stage practice, to enhance her provision even further. Her documentation and record keeping are kept up to date which fully supports children's welfare. Partnership with parents is exemplary. The childminder communicates extremely effectively with parents and other providers who care for the children; through a daily diary and the sharing of development records. Parents contribute to the children's learning and development targets, after ongoing discussion with the childminder taking into account their own observations of their child. Comprehensive policies underpin the childminder's practice and are shared with parents. Children are safeguarded well because the childminder is confident about the procedure to follow should she have concerns about a child; she has recently accessed advanced child protection training. Risk assessments are regularly carried out and the childminder is vigilant with regards to children's safety. For example, when children excitedly observe a pigeon eating berries through the back window she re-enforces that the berries are not for children to eat.

The quality and standards of the early years provision

Children relish their time in the childminder's care; one year-olds smile endlessly and make gleeful vocalisations to the childminder who responds with lots of sympathetic care and attention. New children quickly bond with the childminder and make excellent progress in their learning particularly their physical development, because the childminder is careful to give them opportunities to develop muscles to reach milestones such as walking. Children participate eagerly and with great enjoyment at the adult-led activities and pursue their own play activities happily, relating extremely well to the childminder. The childminder is very careful to take the lead from the children's interests; she spontaneously introduces a singing and music session when a two-year-old recalls with enthusiasm the visit they undertook the previous day to music group. One-year-olds and two-year-olds laugh, sing and join in with the actions to their favourite song 'the wheels on the bus', with lots of close contact and cuddles from the childminder. Two-year-olds are encouraged to think about what other things move/happen on a bus and independently get their home-made shaker they have just created, with glue and collage materials, to make music whilst they sing together. One-year-olds show great delight looking at a texture book 'snuggling in' with the childminder; they excitedly touch the book, vocalise and are encouraged to make animal noises when they see the pictures. After showing particular interest in the rabbit picture, stroking the fur, the childminder asks if they wish to handle the family's two pet guinea pigs, which meets with a very positive reaction. Children sit eagerly and very still with the towel on their lap; they are each given a guinea pig to stroke, observe and feed, which fully engages them with immense interest. A one-year-old points out the guinea pigs eyes, ears and then their own features. They then vocalise to look at the book again, and pretend to feed the rabbit in the book the carrot; making excellent connections. The childminder undertakes consistent and accurate observations of children; she makes a mental note of their achievements and development, these are then recorded and used to plan their next learning steps. They are often supported by photographs. However, the assessment and planning system needs to be developed further to ensure all

areas and all aspects are consistently covered each day, such as problem solving, reasoning and numeracy. The childminder is adept at tuning into children's specific personalities and learning styles; she carefully and sensitively promotes areas of learning that children are shy of such as 'messy' activities and provides more varied resources for children who show a particular interest in one resource. For example, she provides little bags around the home with different contents for the one-year-olds who love to explore and put things in bags. Children's nutritional and health needs are exceptionally well met by the childminder who cooks an organic hot meal at midday for the children she cares for. After washing their hands children sit in highchairs with safety straps; they are keen to eat their delicious, healthy meal together. Older children are involved in making home made organic yogurts; they mix in organic jams and syrups to make different flavours. Children receive excellent care and attention at the setting.

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.