

Inspection report for early years provision

Unique reference number	111638
Inspection date	11/02/2009
Inspector	Melissa Cox
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 has been registered since 1997. She lives with her husband and foster son, aged 13 years, in the town of Whitchurch, Hampshire. Shops, park and local schools are within walking distance. The whole of the ground floor is used for childminding with sleep facilities available on the first floor. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time, three of whom may be in the early years age group. There are currently eighteen children on roll who attend for a variety of sessions; of these, two are in the early years age group. The family has a pet cockatiel.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder has an excellent understanding of the Early Years Foundation Stage (EYFS) and how children learn; consequently she is able to skilfully and effortlessly extend children's learning. All children, regardless of age or need, are welcomed and their individual needs planned for and met to a very high standard. The childminder is highly effective in providing specific activities that interest and challenge children to extend their learning. The childminder is proactive and very professional, embracing new learning and ideas to improve her service. Self-evaluation systems are highly efficient and enable the childminder to build on her strengths and provide excellent levels of care and education.

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 access training to support children's development further

The leadership and management of the early years provision

The childminder is extremely well organised and proficient. She has up-to-date, clearly detailed, worthwhile written policies and procedures in place, that are shared with parents to ensure they are clear on her practices and enable them to work with her in promoting positive outcomes for their children. The childminder works effectively with parents and other early years professionals to ensure that she is well informed about the children's needs. This enables her to meet any individual care and learning requirements to a high standard and ensures that all children are making strong progress. The childminder takes her role very seriously and prioritises her own professional development. Training is ongoing and varied

and means that she is well informed and knowledgeable about up-to-date practices and ideas.

Children's safety is promoted to a high standard. The childminder is clear on child protection issues and her responsibilities to protect the children in her care. Levels of supervision and effective risk assessments enable children to explore safely and independently.

Self-evaluation systems are highly efficient. The childminder is skilful at identifying her strengths and areas for improvement. She has a realistic and effective grasp of what she does and how this impacts on the children in her care.

The quality and standards of the early years provision

The childminder demonstrates an excellent understanding of child development and the individual needs of the children attending. She has a flexible approach that enables her to adapt routines to meet the individual needs of each child on a daily basis. She gives lots of cuddles and reassurance to young children. This enables them to explore with confidence the activities that have been set out for them, based on their interests and stage of development. The children's welfare is promoted to a very high standard. They are learning about safe practices and regular hygiene routines to enable them to start making positive choices to support themselves and others.

The childminder's excellent knowledge of the different stages of development and the specific needs of the children in her care enables her to plan a range of stimulating and interesting activities. Effective planning and positive interaction enables the childminder to provide high levels of support, challenge and extension in all that the children do. She is effective in introducing children to mathematical concepts through everyday play. For example, activities that encourage children to explore numeracy as they use a tape measure to work out how big the new tablecloth needs to be or calculating how many chairs are needed at snacktime. Daily activities, such as walking to pre-school and visits to local parks and groups, where children use large apparatus, contribute to children's good health. They have further opportunities to be outdoors as they build dens in a nearby field, toast marshmallows at their 'camp' or explore the stream. Children love their time with the childminder. They comment on how they enjoy all that they do with her and especially enjoy the pasta dishes she prepares and the exciting range of activities that she offers. Photographs show children visiting the local fire station to support their understanding of the importance of fire evacuation.

Planning, observation and assessment systems are highly effective in promoting the children's learning journeys through the Early Years Foundation Stage. The children's starting points are discussed regularly with parents and written observations, scrapbooks and diaries show the achievements and progress children are making. The childminder is quick to identify what children are interested in and uses this to guide their learning. For example, children have been tracking a robin in the garden. The childminder has provided children with a camera, binoculars and several reference books and even the youngest child has been included in this

exciting project. Children with English as an additional language are particularly well supported in this setting. All children have been able to explore new languages as the childminder has worked closely with families to ensure their language and culture is fully respected. Children have opportunities to play 'snap' in Polish and experiment with sounds and signs in Makaton.

Next steps are identified and acted on, and the views and comments of parents and the children's pre-school are sought so that they can play an active role in their children's learning. These systems enable the childminder to focus her support and challenges to plan for the individual children's next steps which ensures that they make excellent progress through each of the six areas of learning.

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.