

Inspection report for early years provision

Unique reference number	112565
Inspection date	20/02/2009
Inspector	Tonia Chilcott
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 has been registered since 1987. She lives with her husband and one adult son in Eastleigh, Hampshire. All areas of the property are registered for childminding, although this generally always occurs on the ground floor. There is a fully enclosed rear garden available for outside play. The childminder is registered to care for a maximum of six children at any one time and is currently minding nine children, six of whom are within the early years age range, one of which attends on a full time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children thoroughly enjoy their time with the childminder. They benefit greatly from the effortless way that the childminder adeptly questions the children, extending their learning well. The childminder is fully committed to improvement and has developed a highly effective system to evaluate the service she provides, taking into account the views of children and parents. This enables the childminder to identify areas that need to be improved further, for instance by making sure that the register of attendance is completed more promptly. Children's unique needs are very well met by the childminder, who knows the children exceptionally well and adapts activities and experiences to meet the needs of all.

What steps need to be taken to improve provision further?

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

- completing the register of attendance more promptly

The leadership and management of the early years provision

Children benefit from the childminder's excellent understanding of safeguarding and her responsibilities to ensure that children remain protected. A vast array of written risk assessments are in place. They are used exceptionally well to ensure that all areas of the home, garden and any outings are safe and free from hazards before children attend. Children gain a good understanding of safety and how to keep themselves safe. As an example, children all take part in regular and thorough fire drills to allow them to confidently leave the home with the childminder in an emergency. The details of all fire drills are recorded very well. Children's good health is promoted and supported by the childminder, who has developed excellent procedures to promote healthy lifestyles. For example, children have an excellent awareness of when and how to wash their hands, and do so automatically in response to gentle guidance from the childminder.

The childminder is extremely committed and motivated and continually strives to improve her practice and the provision she offers for children and parents. This is demonstrated and achieved through the self-evaluation process that has been implemented. The childminder takes time to assess and evaluate her own practice, and quickly implements any areas that are highlighted for improvement. A wide range of well written information is readily available to parents to ensure that they remain fully aware of the childminders excellent policies and procedures. For instance, a vast array of written policies are available, all of which have imaginatively and thoroughly been linked with the commitments and themes of the Early Years Foundation Stage. Highly effective procedures are in place to ensure that parents remain fully up-to-date with their children's progress. They are provided with daily diaries that share all details of the children's day, as well as information about activities and themes to allow parents to extend their children's learning in the home should they wish. Good procedures are in place to share knowledge about children's learning and development with both parents and other providers to enable children to make good progress in their learning in a consistent manner.

The quality and standards of the early years provision

Children behave impeccably whilst in the care of the childminder. They respond well to praise and encouragement and learn to share and take turns during the everyday activities. Children learn about other cultures as they take part in activities where they learn about the cultures and beliefs of others. The childminder makes excellent use of the available toys and materials, both already in place and from the local childminders toy library service. This ensures that children access a vast array of exciting and stimulating materials; all of which are safe, clean and appropriate for children of all ages. Children play freely within the bright learning environment that is set out very well to ensure that children have space to play and easy access to toys and materials. Children benefit from the skilful way that the childminder effortlessly extends their learning with effective questioning and guidance during planned and everyday activities. All of which are based around the children's interests and unique needs. Children are very confident and independent. They confidently immerse themselves in imaginative play for extended periods of the day, involving the childminder completely in their role play. For instance, children pretend that they are workmen, and talk about safety when pretending to drink hot cups of tea when taking a tea break. When pretending to paint the childminders home, children creatively use tools and materials for different purposes, such as a pastry brush as a paint brush. They talk to the childminder about being careful not to make a mess with the paint and then imaginatively tell the childminder not to worry as they also pretend to have their painting clothes on as they are the 'fixer men'. The excellent relationships that the childminder develops with children ensures that they are confidently able to involve her in all areas of their play. Whilst pretending to sleep, children ask the childminder to sleep on the floor with them, which she does, until children make the sound of an alarm ringing and announce that it is time to get up. Observations of children's learning are recorded within their individual, bright learning journey folders, alongside photographs of children taking part in activities. The information gained is used to celebrate and record details of children's achievements and plan

their next steps in learning, providing and an accurate indication of children's progress. By sharing the learning journey records with parents, the childminder ensures that parents are able to be fully involved in their child's learning, and also allows them to extend their child's learning at home, should they choose. The good relationships developed with parents and other carers ensure that all children succeed and make excellent progress.

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.