

## Inspection report for early years provision

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<b>Unique reference number</b>	131407
<b>Inspection date</b>	22/01/2009
<b>Inspector</b>	Helen Mary Ball
<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 has been registered to care for children since 1995. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder lives with her husband in a house in the Shirley area of Southampton which is close to local schools and shops. The ground floor of the property is primarily used for childminding and access to the premises is via two steps. Toilet facilities are on the first floor. There is a fully enclosed garden for outdoor play. The childminder has one rabbit.

The childminder is registered to provide care for six children under eight years. There are currently seven children on roll who attend for a variety of sessions. Five of these children are in the early years age range.

The childminder has a relevant childcare qualification and is a member of the Southampton Childminding Association.

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

The childminder's practice is exemplary. She is exceptionally calm and patient with children who are inspired by her sensitive approach. She is highly competent in assessing children's individual abilities and offers sensitive support to enable all children to achieve and experience the sense of a job well done. As a result, children make impressive progress towards the early learning goals. This is a calm and harmonious setting where the childminder continually critically reviews her provision so that she can effectively plan for continuous 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:

- continue to develop your knowledge and understanding of the Early Years Foundation Stage, so that you continue to improve outcomes for every child through high aspiration and effective practice

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

The childminder is exceptionally well organised. This means that meticulous records are maintained and children's health and welfare are very effectively underpinned because all required policies, procedures and consents are in place to underpin her highly effective practice. The childminder is very well qualified to care for children and is committed to continuous improvement through critical evaluation, reflecting planning and ongoing training. She actively seeks a diverse

range of training courses so that she can fully support all children in her care. She has recently undertaken training in caring for children with additional needs such as Down's syndrome and cerebral palsy. The childminder evaluates her practice and continually strives to improve the outcomes for children; she demonstrates a clear understanding of inclusive practice and encourages children to be fully involved in all aspects of their play and learning. As a result, children are extremely well motivated and they have high levels of self-esteem. Children are extremely well safeguarded at this setting; the childminder has a clear understanding of the signs and symptoms of child abuse because she has attended a range of training courses on safeguarding children.

Partnership with parents is outstanding. Through regular questionnaires they show their appreciation of this highly skilled childminder. Parents state that the childminder is gentle, kind and enthusiastic. She respects their values and supports them in raising their children. They have highlighted that children are exposed to lots of positive messages surrounding the idea of celebrating differences. The childminder provides daily feedback to parents about what their children have been doing, and shares children's developmental and achievement records on a regular basis. In addition, the childminder helps parents to understand what it is like for a child at her setting through photograph albums that document the vast range of activities their children enjoy.

Overall, the welfare of the children is promoted extremely well in all aspects; they are at the heart of everything the childminder does.

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

The meticulous organisation of the educational programme means that children make significant progress in their learning and have excellent levels of achievement in relation to their starting points and capabilities. The childminder has embraced the implementation of the Early Years Foundation Stage. She encourages new parents to complete the "Unique Child" booklet which documents children's starting points, and she builds on these and records children's achievements in their "Learning Story" book. She successfully identifies children's next steps in learning and provides enjoyable activities to enable them to achieve.

Children are enthused and challenged by the range of learning experiences provided. Based upon thorough and accurate observations, activities are extremely well matched to the children's needs, so that all can succeed to the best of their ability. The childminder very effectively supports children's learning; she provides sensitive support to children so that they experience a sense of accomplishment. For example, a toddler shows a developing independence as she tries to dress herself; as she struggles with a glove the childminder gently offers advice but does not compromise the child's sense of achievement. The child, with encouragement and support, perseveres and is thrilled when her glove fits her hand.

The childminder is extremely skilled at simultaneously giving children equal amounts of attention. She gently rocks and sings to a baby while playing alongside a toddler. Her loving approach means that both children are exceedingly relaxed

and settled in her care. Children are exceptionally well-behaved and show a genuine desire to help the childminder. For example, the toddler helps the childminder to tidy toys away, showing clear delight in having some responsibility. The childminder uses positive behaviour management techniques and children learn to play with "kind hands".

Children greatly benefit from attending a provision where the childminder attends ongoing training. She is inspired by new ideas and continually re-evaluates the provision and resources. For example, the childminder makes a range of booklets and games for children based on the Sounds and Letters phonics programme. She understands the skills very young children need before they can learn phonics and as a result helps them to develop their listening skills. The childminder encourages children to have a voice in what she does, and she finds out what they think of the setting through questionnaires. Children report that they are very happy at the setting, they know when they have done something well and they are never sad.

Children are very effectively safeguarded within the home because the childminder carries out a daily risk assessment and takes every possible step to assure children's safety. Children learn about keeping healthy through daily routines; they are encouraged to be active in the outdoors every day, and the childminder ensures they rest according to their individual routines so they are refreshed and ready to learn. The childminder is vigilant when supervising children but she does not compromise their independence.

## 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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

## **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.