

Inspection report for early years provision

Unique reference number	131445
Inspection date	20/01/2009
Inspector	Heidi Abernethy
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 children aged six and eight in Sholing, Southampton. The whole of the childminder's home is 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 compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight at any one time. She is currently minding eight children under eight years, of these three children are in the early years age range. The childminder also minds two children over eight years. The childminder walks to the local school and pre-school to take and collect children. The childminder attends local parent and toddler groups. She occasionally works with an assistant to provide care for children. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

All children thrive in their learning and development within this exciting and inspirational childminding provision. The childminder's excellent knowledge of each child's family and home circumstances ensures children are very happy and achieve to their full potential. Excellent self-evaluation and monitoring of all aspects of the provision ensure areas for development are well targeted and provide maximum benefit for the children and their families. Exceptional partnerships with parents and carers have been implemented to ensure consistency is achieved for the children.

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 systems to obtain a two-way flow of information between other early years providers for all children.

The leadership and management of the early years provision

Children's care and learning is significantly enhanced because the childminder has an excellent understanding about how to promote all aspects of their welfare, learning and development. She is extremely proactive and dedicated to ensuring her provision and practice is of high quality. The childminder continually improves her expertise and knowledge by seeking and attending courses and training on a regular basis. Excellent self-evaluation is undertaken by the childminder who gains views from both the parents and children to ensure continuous improvements are put into place. The childminder uses the excellent support she receives from the National Childminding Association to review her childminding provision and practice and implement ongoing improvements.

The childminder values parents and carers as the children's first educators and embraces partnership working to improve the provision and opportunities for the children. Parents have regular opportunities to look at their child's development and next steps through their individual learning stories and are involved in contributing comments to these records. The childminder has formed excellent links with some of the other early years professionals to share knowledge and expertise. However, she has not yet fully developed a regular two-way flow of information between providers for all children. Parents are extremely happy with the provision the childminder provides for them and their children and illustrate their high levels of satisfaction and appreciation through nominating the childminder for 'best childminder' in the area. The local newspaper reported upon this competition where parents were reported to state that the childminder is 'fantastic, brilliant, wonderful and outstanding'.

Excellent systems have been implemented to fully safeguard children. The childminder attends regular and up-to-date training to ensure she has an extremely secure knowledge of child protection issues. She promptly reviews and updates her policy with current and relevant legislation to ensure parents are extremely well informed about her professional responsibility. Risk assessments are conducted to ensure children's safety remains of utmost priority at all times.

The quality and standards of the early years provision

Children are extremely happy and relish the childminder's stimulating and exciting environment. High quality organisation of the educational programme, daily routine and the learning environment inside and out, enables children to become autonomous and independent learners. Children display very high levels of confidence and demonstrate excellent decision making skills as they lead their own learning experiences. The childminder continually interacts at their level, skilfully following and extending their interests and learning. Children's independence is extremely encouraged by the childminder. For example, children wishing to fill the inside water tray with water, independently find a stool to enable them to reach the tap at the sink and fill a jug with water. Their self-esteem is highly promoted as the childminder offers huge amounts of praise for their achievements, such as carrying the jug of water carefully to the water tray.

The childminder has an excellent knowledge of the children's individual stages of development. She uses her knowledge of their individual interests and learning priorities to extend and consolidate their learning through their everyday experiences. For example, she encourages children to count how many marbles they have and further extends the learning by introducing addition and subtraction skills. Children learn about their local environment and community, visit shops, hands-on science museums, sea life centres and local farms. They become extremely knowledgeable at the local farms about where eggs and milk come from and very excited as they have hands-on opportunities to milk the cows in the milking parlour. They develop an excellent knowledge about the importance of washing their hands thoroughly after touching and milking the cows.

Children obtain an extremely good understanding about where they live and learn about other people's cultures through dancing to music from around the world, looking at the world globe and through stories and discussions. They display an excellent understanding of the importance of a healthy lifestyle as they free-flow between the inside and outside areas. Children use their very good choice making skills in the garden to choose what equipment and resources they would like to use. They have a wonderful time as they use spades to dig in the mud and have a fantastic time transporting the mud using low level pick-up trucks. Children have the freedom to explore and use trial and error methods to see what happens when they pour water on to the dry sand. The childminder places a strong emphasis on helping children to learn to keep safe. Children practise road safety through hands-on experiences on the walk to and from school. They also have opportunities to further consolidate this knowledge through road safety board games and small world play roads and signs.

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.