

Inspection report for early years provision

Unique reference number	112297
Inspection date	04/03/2009
Inspector	Carole Gronow
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 1996. She lives in Blackfield with her husband who also acts as her assistant and their three children all of whom are over 16 years of age. All areas of the property are available for childminding, however this normally occurs downstairs with children going upstairs to sleep. The fully enclosed gardens are available for outside play. The childminder walks to the local shops, park and library and meets with other childminders. She holds NVQ at level 3 in Early Years Care and Education.

The childminder is registered to care for a maximum of six children under eight years at any one time. However, when her husband is working with her they can jointly care for a maximum of 10 children, six of whom can be in the Early Years group. She is currently minding five children who are in the Early Years age range, three children aged six and seven and three children aged over eight years, all of whom attend on a part-time basis. The childminder is registered on the Early Years register and on both parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder's commitment to providing an exceptionally high quality, fully inclusive service, ensures that children receive an excellent standard of care and a curriculum that is highly effective in meeting their individual needs. Children are extremely happy and settled in the care of the childminder and they are provided with a wide variety of well planned and exciting activities. She is very proactive in making sure that she constantly updates her knowledge and skills both through training and self-evaluation.

What steps need to be taken to improve provision further?

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

- obtaining more detailed views and opinions from parents, carers and children to further aid with self-evaluation.

The leadership and management of the early years provision

Parents and carers are provided with an excellent range of high quality information, including regular newsletters. All parents and carers are given a booklet containing the comprehensive range of policies and procedures that the childminder has developed and which she refers to at appropriate times. This ensures that they are fully aware about how the childminder manages all aspects of children's care, for example toilet training or if a child has a tendency to bite. A whole range of signed parental consents are in place and methodical records are

kept covering all aspects of each child's care. For instance, accident and medication records are detailed and attendance records are very accurate. The childminder has established very good links with other providers who deliver the Early Years Foundation Stage (EYFS) to the children she cares for and they work together to provide consistency and to support each other.

The childminder is committed to providing a fully inclusive service for all children. Initially, she obtains detailed information about each individual child including their daily routines. She tries very hard to adhere to these so that children receive as much continuity in their care as possible. She has undertaken Makaton to aid communication and uses some basic signs with the children she cares for, consequently should she care for children who sign they would immediately feel welcomed and valued. She has fully assessed the issue of accessibility to her premises, has highlighted potential difficulties and has addressed some such as how to access the rear garden by creating a slope around the side of her home.

The childminder's excellent knowledge and understanding of all safeguarding issues means that children are very well protected. She has recently undertaken advanced child protection training; is very aware of the signs and symptoms of abuse and is confident about what to do should she have any concerns about a child in her care. Very good procedures are in place for the safe collection of children and she keeps a record of all visitors to her premises. The childminder has on-going discussions with parents and carers about her provision; however she has yet to develop a system to obtain more detailed information about both theirs and their children's views and opinions to aid her with self-evaluation.

The quality and standards of the early years provision

Children are very happy and exceptionally well settled with a childminder who is dedicated to providing the highest quality of care she possibly can for all children. She plans a wide range of interesting and exciting activities that are tailored to meet their individual needs and which are highly appropriate to their age and stage of development. Children have access to a good range of high quality resources that cover all the areas of learning and which are age appropriate. The childminder's excellent awareness of the EYFS and of each individual child means that they flourish in her care. Children are helped to become independent learners from a very young age. They confidently choose what they want to play with and if they cannot reach it ask the childminder to get it, knowing exactly which container it is stored in and pointing to it. They are learning to take off their own shoes and to stand on the step to wash their hands. They put their paper towels in the bin provided after they dry their hands. Their independence is further promoted by the childminder as she encourages them to feed themselves and to help themselves to their beakers of water when they are thirsty.

There are daily opportunities for children to go out doors for fresh air and to engage in physical exercise. They go on walks in the local area, laughing as they splash through puddles, they collect leaves to make into a picture and they visit the local park. They play in the childminder's garden either in the back one where they hide amongst the shrubs or go on equipment such as the slide or small

trampoline. In the front garden they ride on bikes and drive cars which are parked in their own parking area. They delight in playing in the building site with the sand, wheelbarrows, buckets and spades and where there are signs up reminding them to wear their hats. They learn about colours and numbers as they count the three buckets and choose whether they want the pink, blue or red one and then talk with the childminder about filling and emptying them. Children learn a lot about keeping themselves safe in a wide range of different situations. The childminder explains about the dangers of throwing sand and what will happen if they stay in the way of the gate when it opens. They practise road safety, learning how to cross roads safely and as soon as they hear a car they go to the childminder to hold her hand. Children are also very familiar with how they need to respond in an emergency. This is because the childminder routinely practises how to evacuate the premises with them; they know the noise that the smoke detector makes and how they must act to get out quickly and safely.

The childminder makes detailed records about each child's progress and undertakes regular observations on them all. Photos are also used to record children's progress and achievements and each child has their own very large scrap book where their development is documented. The childminder writes a summary each month to show what children have done and she uses her observations to check children's progress. Any gaps she identifies are used to inform future planning and she makes sure these are covered. Every three months the childminder completes a summary of children's achievements, which she shares with their parents and carers, who delight in regularly looking at their child's interesting records.

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.