

Inspection report for early years provision

Unique reference number	EY313617
Inspection date	18/02/2009
Inspector	Sylvia Dindar
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 2005. She lives with her husband and son aged over eight years. They live in a house in Southbourne on the Hampshire/Sussex border. The ground floor is used as the main accommodation for childminding purposes. This comprises of a living room, dining room and conservatory. Children rest downstairs and access toilet facilities 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 under the age of eight years, three of whom may be in the early years age group. There are currently six children on roll, all of whom are in the early years age group. The childminder is an accredited member of the National Childminding Association and an accredited member of the Hampshire childminding cluster network.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children's individual needs are exceptionally well met as the childminder works highly effectively with parents and other providers of care to ensure that all children are included and their uniqueness is celebrated in this progressive learning environment.

Children are extremely well settled and are provided with an extensive range of meaningful play experiences and excellent resources that support their development and as a result they are making rapid progress across all areas of learning and development.

Through a range of robust systems of evaluation which involve parents, children and other professionals, the childminder successfully identifies the key strengths and weaknesses with the setting. She uses this information successfully to bring about changes and ensures that the service she provides meets the needs of the children and their families.

What steps need to be taken to improve provision further?

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

- further developing children's self help skills providing them with easy access to tissues

The leadership and management of the early years provision

The childminder is extremely well organised and has developed a range of clear and extensive record keeping systems to ensure that all children's individual needs are identified and met. All documentation required by regulation is kept efficiently and recommendations made at the last inspection have been addressed. As a result a wide range of well thought out policies are implemented very effectively; this ensures children's safety and welfare. Parents are provided with copies in order for them to clearly understand the procedures that underpin the excellent inclusive childcare environment she offers.

The childminder is highly motivated and committed to improving her practice. This is evident in the way she has embraced the changes brought about by the Early Years framework. She works tirelessly to seek out opportunities to progress her knowledge and enhance her skills through training and working with other professionals. She provides clear and professional reports for other providers of care so that they are able to share their knowledge and expertise and provide continuity of care for children and help them as they move on to school or nursery. She consistently re-assesses the environment and resources ensuring children are getting the best opportunities to suit their individual learning.

The childminder communicates highly effectively with parents for example, both verbally and through written reports and photographic evidence, so they have clear dated records of their child's development. She values parents' views and encourages them to contribute to their children's overall development. For example, parents are regularly asked to say what they know about their child and to contribute ideas to their child's planning and development records. This enables the childminder to use this information to support further learning and development. She respects the parents' cultural diversity and invites them to explain to the children how their differing festivals are celebrated. This widens children's knowledge and helps them learn to accept diversity. A written agreement with the parents ensures that the childminder is able to work effectively with other providers of care such as schools and pre-schools in ensuring the continuing care and education of each individual child. The childminder prepares short but effective parent questionnaires to ensure the service she provides meets the needs of all who use her service.

The childminder follows robust and thorough processes to ensure she provides a safe and secure environment for children to play in. Written risk assessments are regularly reviewed and are supported by daily visual checks of the environment, play provision and equipment. Outings are also assessed for potential risks. The childminder has completed an enhanced safeguarding children course and is clear on the correct child protection procedures to follow should she have a concern about a child in her care. This means she is able to take appropriate action as concerns are raised and children are safeguarded.

The quality and standards of the early years provision

Children flourish in the company of the childminder as they respond to her warm and gentle manner. She is totally focused on meeting the individual needs of the children in her caring, creative and inclusive environment. As a result children are able to reach their full potential. This flexible curriculum means that children are consistently challenged as well as being able to consolidate their learning through enjoyable repetition. Activities are planned around the children's individual interests and their stage of development and their cultural differences. The childminder does not see English as an additional language as a barrier for learning but embraces the unique differences and makes it a positive experience for everyone. For example the childminder works closely with parents and seeks out familiar words and asks about experiences at home so all children can learn new words and expand their knowledge. Dual language books and computer programmes are provided in the child's home language ensuring that children develop a pride in their cultural heritage and develop a strong sense of who they are. The childminder explains older children are excited by the experience of learning another language. She uses casual and focused evaluative observation to ensure that she is aware of changes and records this using this information to plan for the next stage of their learning. Free flow play sessions means that children feel in control and a picture enhanced table is used in order for younger or less able children to understand routines and the concept of time. They can choose where they play and engage in activities that capture their imagination and interest.

Children are relaxed by the gentle classical music that plays in the background. They are free to explore and the childminder encourages them to express themselves, for example, she ask them to describe how the gloop feels as it trickles through their fingers, providing younger children with new words such as soft squishy and silky. The childminder skilfully extends the play just as the children are losing interest by asking them, if they would like to get a car and see what happens when they make tracks. Encouraged by this the children explore how the wheels make patterns in the dish and then quickly disappear and repeats the process. A water tray with vehicles is in the kitchen area ready to capture the child's attention.

Children play harmoniously together and all show a keen interest in being outside. Through the childminder's skilled interaction older children learn to kick and retrieve a ball, whilst the baby joins in building strength in his legs in order to develop strength and co-ordination in readiness for him to move on to crawling. Knowing that some children prefer to be outside the childminder has pre-planned the environment extremely well in order to ensure that other areas of learning are covered. For example, children are able to mark make in the sand and to learn about volume and compare size and shape. Children experiment with water and household paint brushes as they excitedly make marks on the pavement, they are able to access the crayons and chinks, and explore the paints and construct with bricks. The door to the playhouse is left open and set up in an inviting way with books strategically placed on the table alongside other interesting toys such as the cooker and play food, so they are able to re-enact familiar scenes from home or

relax and explore the books. The childminder is aware that babies develop quickly and learn off older children, so when outside she carries immobile babies around, chatting and responding to the sounds that they make so that they feel included. They relax together on the swing and absorb the surroundings, absorbing the sounds and the movement of nature.

As a result of the childminder's excellent role modelling children are learning to think of and be kind to others. For example an older child is keen to engage a baby in the activities, let the younger child have a turn on the rocker and shows affection by rubbing the child's head. Children's boundaries are challenged for example when the young baby sees the older child climbing and sliding, she invites the younger one to try it, all the while watching out for any signs of distress but the child simply loves it and giggles, so the childminder repeats the experience. Older toddlers confidently move around their environment with ease as they climb and explore confidently. A range of easily accessible toys means that children can help themselves to a range of wheeled toys and are learning to balance and climb in and out of the vehicles. The childminder is aware that it is a good opportunity for the babies to practise their balancing skills. She sits the child on a rocker and carefully directs the child showing them how to grasp and hold on and they beam with pleasure at their achievement. As they take their hand off again she gently replaces them talking to the child about what she is doing. All the time giving good eye contact and praising and encouraging. The childminder makes the most of incidental opportunities such as the recent snow so that children are getting a broad and balanced range of first hand experiences which are often extended. For example photos show children building a snowman and then drawing and writing about their experiences.

Back inside the childminder is mindful that the older child is getting weary and hungry and needs some individual attention. She encourages them to be independent in taking off their coats and shoes. She empathises when the older child is suddenly exhausted reflecting on what a busy morning they have had. The childminder offers the children a drink and explains to the child that she is placing the baby on the mat with some toys in order to be free to give the child a cuddle on his own. The child relishes this attention and snuggles into the childminder showing they have built a very good relationship. Children learn about good hygiene through regular routines, however, tissues are not easily accessed in all rooms which means that children are not always encouraged in their self help skills. Children are encouraged to eat food that is healthy and nutritious and are encouraged to feed themselves. Babies are safely harnessed into high chairs so that they do not fall. They sleep on the ground floor level and follow their own sleep routines. This allows the childminder to make regular checks allowing the childminder to supervise the older children and ensure babies sleep safely without causing disruption to the children who wish to play. Children are learning how to keep themselves safe as the childminder uses books to talk about difficult situations they may find themselves in. She reminds children to be careful when using the trampoline and explains why. The childminder makes excellent use of the resources in the local community. Children enjoy re-enacting road safety scenarios using the local toy library resources. The children take part in local activities such as the 'nine, nine, nine day' put on by the local police so children begin to understand the importance of how to behave and keep themselves safe. They

practise the fire evacuation procedures, in order for them to be familiar with the routine and to ensure that the minimum time is taken to exit the building.

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?	2
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.