

Inspection report for early years provision

Unique reference number 119822
Inspection date 23/03/2009
Inspector Lisa Jane Cupples

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 1992. She lives with her husband in a house in Binstead, a residential area, on the Isle of Wight. The house can be accessed via steps up to the front door from the road. All areas of the property are used for childminding and there is a fully enclosed garden to the rear of the property for outside play. The family has two rabbits.

The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register to provide care for six children aged under eight years at any one time. She is currently providing care for two children in the early years age group and nine older children on a part-time basis.

The childminder is a member of the National Childminding Association and visits local toddler groups and childminding events regularly.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children's welfare, learning and development are promoted exceptionally well because the childminder has effective systems in place to identify and cater for their individual needs. All children are making rapid progress towards the early learning goals in all areas. The childminder fosters very strong relationships and, as a result, children are recognised as unique individuals and are extremely happy, settled, safe and secure during their time at the setting. The childminder is successful at assessing and evaluating practice as a whole to identify the strengths and weaknesses, ensuring her provision continues to develop and improve for the benefit of the children who attend.

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 the progress records to include the date of the children's identified next steps, and when they are reached, ensuring the children's progression can be accurately tracked and measured.

The leadership and management of the early years provision

The childminder has made very good progress since the last inspection and has fully addressed the previous recommendation. She has updated her complaints policy and procedure and has a complaints log in place. The changes have been shared with all parents, ensuring they know how to make a complaint if they have any concerns. The childminder attends an extensive range of training events to

ensure she continues to develop her own knowledge and understanding of the Early Years Foundation Stage (EYFS). The childminder works hard to monitor, review and continuously evaluate all aspects of her setting. As a result, any weaknesses are promptly identified and action is taken to address them. For example, the children's progress records have been reviewed and adapted to ensure their next learning steps are now clearly identified, although the records are not always dated to ensure the children's progression is tracked and measured accurately. The childminder values the contributions from parents and children and sends out regular questionnaires to gain feedback, enabling her to respond to their needs. Partnership with parents is exceptionally good and clear, detailed information is shared openly, enabling parents to become actively involved in their children's learning. Parents have access to their children's development records at any time and the childminder also has an open door policy, encouraging parents to spend time with their children, further developing their understanding of how their children's learning is successfully promoted. All policies, procedures and documents are in place and are maintained to a high standard, ensuring the regulations and requirements of registration are being met at all times. All adults in the household have been vetted to ensure they are suitable and all visitors are required to sign in and out, ensuring an accurate record of everyone coming into contact with the children is maintained for their safety. The childminder has an exceptionally good understanding of child protection procedures and she knows how to implement them if concerns are identified, helping to safeguard the children who attend.

The quality and standards of the early years provision

An extensive range of activities is planned and provided for children to promote all areas of their development and learning effectively. The childminder uses the EYFS framework well to improve younger children's achievements, such as the use of treasure baskets and heuristic play. Children move between activities, freely spending as much or as little time as they wish, depending on their interests. This ensures that all children learn through practical activities and experiences as they interact and experiment with the extensive range of materials available to them. The daily routine is varied and flexible, with times for children to rest, have meals and take part in activities both indoors and outdoors. The home is extremely well organised to provide areas for different types of play, for example, messy play, role play, book corner and floor activities. As a result, children assertively move around the premises, actively engaging in the planned activities provided for them. They are confident to initiate their own play and readily choose resources to support this. Younger children are confident to communicate in their own way and are finding a voice to gain attention from others around them. Children are animated and have extremely well-developed confidence and self-esteem because the childminder is committed to, and actively involved in, their play. Children's independence is encouraged at every opportunity as they try new skills with good support and interaction. For example, children practise using scissors. The childminder shows them how, and then supports them fully as they practise their new found skills in a relaxed environment. Children have ample opportunities to express themselves creatively. They use a range of musical instruments and make sounds by experimenting with different resources, for example, they bang the metal tray from the treasure basket with spoons and laugh at the ringing noise.

Then they move the spoon up and down the metal CD rack listening to the different noise it makes. They shake the metal chain and then bang it on the tray, encouraged and praised throughout by the childminder as she enables the children to experiment and explore the resources.

Children are beginning to learn the importance of keeping themselves safe through daily routines and discussions. For example, children practise regular fire drills to ensure they know how to evacuate the premises safely in the event of an emergency. They learn how to climb the steps to the house safely and learn about the importance of being gentle with the pet rabbits in the garden. Older children talk about the need to have the proper car seats and booster seats in the car and have a height chart in place. They measure themselves to see if they can change from a car seat to a booster seat in line with legislation. Children begin to learn about healthy eating from an early age. The childminder provides a wide range of fresh fruit and vegetables for snacks and has a healthy eating policy in place. She also provides parents with a healthy lunch box leaflet, to further promote healthy and nutritious options for the children. The childminder celebrates festivals from around the world with the children, such as, covering Hitomasuira, Diwali and Chinese New Year with age and stage appropriate activities to begin to develop the children's awareness of diversity and differences. Children have access to a broad range of multicultural resources on a daily basis and have equal access to all the resources, activities and experiences provided. Children are exceptionally well behaved because the childminder implements the clear rules and boundaries consistently. Children are fully occupied and stimulated during their time at the setting, which has a very positive effect on behaviour. The childminder is a positive role model and always says 'please' and 'thank you' to the children, encouraging their use of good manners throughout the day. Children are becoming confident communicators and the childminder introduces new vocabulary at every opportunity as she plays with the children, saying the new words slowly and repeating them frequently, giving the children the opportunity to repeat and practise the words at their own pace.

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

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.