

Inspection report for early years provision

Unique reference number	151014
Inspection date	12/01/2009
Inspector	Michelle Ann Parham

Type of setting	Childminder
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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 registered in 1981. She lives in a house with her husband who is also a registered childminder in Fareham in Hampshire. The property is accessible as toileting facilities are situated on the ground floor which is predominantly used for childminding purposes. There is a fully enclosed rear garden area available for outside play. The childminder is registered to care for a maximum of six children at any one time. When working with another childminder this number increases to 12 children. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There are currently 16 children on roll of which 11 are in the early years age range and of which three children attend on a full-time basis. The childminder has a level 4 qualification and attends groups for children on a regular basis. The setting is within walking distance to local schools, shops and parks.

Overall effectiveness of the early years provision

Children's care, learning and development needs are extremely well met ensuring their progress across the five Every Child Matters outcomes is exemplary. The childminder is highly skilled at building excellent relationships with families and other agencies ensuring she is aware of the unique individual needs of all the children in her care. Excellent use of questionnaires with parents and regular undertaking of further training to enhance professional development reflects in work practice contributing to the childminder making continual improvement to her outstanding provision.

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 individual educational plans for all children to extend their learning by identifying next steps and evaluating outcomes.

The leadership and management of the early years provision

The childminder offers a high quality childcare service to comprehensively support children and their families. She continually strives to build on current standards through professional development and effective implementation of the new Early Years Foundation Stage framework. Some individual educational plans do not yet identify next steps and evaluate outcomes achieved for children; however this has been identified by the childminder for immediate implementation. Rigorous self evaluation ensures strengths and areas for improvements are identified. Effective systems to review work practice and policies, training and independent reading and formal consultation with parents and children contribute to the provision continually evolving and maintaining a quality service through ongoing

improvement.

Children benefit from the childminder forging excellent links with parents and outside agencies to ensure they get the support they need. Highly effective systems are in place to share all information with parents using daily diaries, newsletters, a web site and policies and procedures which ensure parents/carers are fully informed and have a good insight into their child's time at the setting. The childminder is extremely flexible and if required offers out of hours care to support the family unit and to ensure consistency for children.

Procedures and work practice to safeguard children are exemplary and the childminder has excellent knowledge and experience of close working with other agencies to ensure the welfare of children. Stringent routines ensure hazards are addressed and robust systems are in place to regularly assess risks around the home and when on outings.

The quality and standards of the early years provision

Children benefit from attending an inspirational provision which is exceptionally well organised to allow them to make significant gains in their learning and development. Children can access a wealth of good quality resources which are organised to be safe and stage appropriate. They make very good progress in their learning as the childminder recognises that all children are individual and unique and follow their interest. For example, a child who has taken time and enjoyed threading ribbon through holes made in a picture is further challenged by the childminder seeking out other threading and weaving resources to foster the child's interest and ensure additional challenge to encourage development. Wonderful props used at story and singing time are a delight for the children and encourage their participation which has a positive impact on their confidence and language development. Resources that are labelled and opportunities to complete attendance chart, make a table mat or complete the daily weather chart further help children in their literacy, verbal communication and knowledge and understanding of the world. The childminder is highly skilled in extending learning during free play and daily routines to engage children and extend understanding. For example she will sit and involve herself in activities and talk about puppets using descriptive, positional and numeracy language in songs and rhymes. Young children explore and problem solve as they begin to work things out for themselves such how the activity toys pop up as you push a button. Children are beginning to develop social skills and awareness of others as they share toys and wait for their turn to choose a puppet. They are developing independence through various means such as choosing their own cutlery or by taking safe risks as they explore the fabulous adventure play equipment in the rear garden.

Resources are very well organised for children to access independently which ensures ample choice of their own play. Children also benefit from the childminder consulting them about their play which helps them feel important and valued. The wealth of resources provided promotes learning and development in the six areas and contributes to children having a well balanced curriculum for learning. They have excellent opportunities to mark make and explore creativity as they

undertake ample craft activities and music and movement activities. Children enjoy familiar songs and rhymes and young children respond particularly well to the excellent props used for favourite songs such as Five little Ducks, Incy, Wincy Spider and Twinkle, Twinkle Little Star. Systematic observations are completed and assessment records show clear links to early learning goals and outcomes.

All welfare requirements are very well met and the use of safety measures such as gates, socket covers and safe storage of hazardous materials ensure children are safe. Excellent systems in place such as a speaker system on the front door and buzzer on the porch door ensure security. All documentation is maintained to an exemplary standard and shared and signed by parents where required. Procedures to promote being healthy are excellent such as children brushing teeth after meals and looking to see how they are clean, learning about germs and why it is important to regularly wash hands and the benefits of healthy eating if, for example, you want to be a good footballer. Meals provided are nourishing, wholesome and home cooked such as roast chicken and vegetable lunches, cereal and toast breakfasts and fresh filtered water and fresh and dried fruit and breadsticks for snack time. All of which contribute to children being well nourished, hydrated and developing good habits for a healthy lifestyle. Outdoor play is encouraged on a daily basis as children are provided with Wellington boots and wet weather clothing with the childminder professing that 'it is not bad weather just bad clothing that prevents children from enjoying the elements'. Therefore children enjoy plenty of fresh air and exercise to encourage development of gross motor skills.

Discussion and daily routines promote children's very good understanding of safety such as learning how to cross the road and to be aware of people who help us such as the crossing patrol officer. Behaviour management techniques are positive in helping children understand accepted codes and also contribute to learning how to keep safe and be a positive member of society. Children are offered an abundance of praise and encouragement which has an extremely positive effect on their confidence and self esteem. Children are very happy at the setting and respond extremely well to the childminder who has a wonderful warm manner. They have a fabulous child orientated environment where they are thoroughly encouraged to enjoy and achieve.

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.