

Inspection report for early years provision

Unique reference number	131304
Inspection date	15/06/2009
Inspector	Susan Mann

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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1991. She lives with her husband and adult son in the Shirley area of Southampton. All of the house is registered, and there is enclosed back garden for outdoor play. Toileting and sleeping facilities are on the ground floor.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for a maximum of six children aged under the age of eight years, including three children in the early years age range. At present, there are eight children on roll. Of these, three children are in the early years age range, three are aged between five and eight and two are over eight years old. All children attend on a part-time basis. The childminder walks to local schools to take and collect children.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder fully recognises the uniqueness of each child and she strives to ensure their individual needs are met completely. Children enjoy a wealth of exciting experiences which fully support their learning and development. The childminder evaluates her practice very well and identifies areas which can be enhanced further. Parents express extreme satisfaction with the setting, and the childminder establishes excellent partnership with each family to foster children's well-being and progress.

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 provision to develop issues identified in the setting's self-evaluation.

The leadership and management of the early years provision

The childminder has a wealth of experience and holds a number of relevant qualifications. She frequently updates her training through short courses and other development opportunities so that her practice is current and well-informed. The provision is underpinned by an extensive range of well-written policies and procedures which are shared with each family so that all know the ethos and day-to-day running practices. The well-being and happiness of each child is central to all aspects of the provision.

Children are exceptionally safe and secure in the childminder's care. Each day, the childminder carries out comprehensive risk assessments to ensure that all hazards are minimised. She has taken effective steps to keep children safe, such as using a safety harness with a booster seat when young children sit up at the table. The childminder demonstrates excellent knowledge of how to recognise symptoms of abuse and act correctly on concerns with regards to safeguarding children's welfare.

The childminder offers exemplary provision, and she monitors this effectively through self evaluation to identify areas for development. This process is extremely rigorous and covers every aspect of the setting to ensure her high aspirations for quality are consistently met. Parents and children participate in this process so that is wholly representative and useful. The childminder takes great care to learn all about each child's needs, background and preferences so that they may settle quickly and feel secure. Children enjoy exceptional care and education because the childminder works collaboratively with parents and other providers of the Early Years Foundation Stage. Parents receive a wealth of information about their child's daily activities and their progress towards the early learning goals. The childminder has established very strong and beneficial liaison with local pre-schools so that children enjoy a cohesive approach to their learning and development.

The quality and standards of the early years provision

Children make rapid progress towards the early learning goals. They enjoy an excellent mixture of child-initiated and adult-led play which provide a vibrant and exciting curriculum filled with excellent learning opportunities. The childminder provides exemplary interaction that supports children's development extremely well. She works at their physical level and encourages them to extend their learning. She has an exceptional range of high quality resources which are available to children to access freely so as to develop their independence and raise their level of self-esteem. Children are assisted in making choices through stating their preference of activities on a picture board.

Children's progress is accurately monitored by the childminder. She frequently observes their learning and play, and plans their next steps of development so that they are constantly moving forward. Children's progress is recorded in their 'Special Books' which are filled with photographs and samples of work, along with their Learning Journeys which provide a clear overview of progress towards the early learning goals. Children enjoy a superb variety of creative activities, such as arts, crafts and music, and these promote their development very well. For example, a child enjoys singing along to familiar nursery rhymes and songs. The childminder develops this very well, providing a selection of musical instruments so that he can play along, thus extending his learning and enjoyment in the activity.

Children's welfare is given a high priority by the childminder. All elements are exemplary. Children learn to keep themselves safe through learning about road safety and managing their own risks safely whilst they play. They are given exceptional support to learn about promoting their own health. For example, children brush their teeth after meals and enjoy healthy snacks and daily fresh air

and exercise. Nappy changing procedures are completely hygienic and afterwards, children wash their hands in order to develop good hygiene practices for the future.

Children learn to show care and consideration for one another. The childminder puts great emphasis on the importance of sharing and taking turns. There are visual reminders around the home and garden to help children remember to play cooperatively. Children demonstrate excellent behaviour. The childminder is a superb role model for them to follow as she is caring and friendly. Children benefit from inspirational provision and the childminder ensures that each child reaches their full potential whilst in her care.

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

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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