

Inspection report for early years provision

Unique reference number	111275
Inspection date	26/08/2009
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 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 1986. She lives with one adult daughter in the Boyatt Wood area of Eastleigh. Although all areas are available for childminding this generally takes place downstairs where children have free access to all rooms. There is a fully enclosed garden for outside play. The childminder keeps six rabbits in the garden and has fish and a hamster indoors.

The childminder is registered on the Early Years Register and on both parts of the Childcare Register and may care for a maximum of six children under eight at any one time. Currently, four children in the Early Years age group attend and there is one further child who is aged under eight. The childminder also provides care for eight children who are over eight before school, after school and during the holidays as required. All the children attend on a part time basis.

The childminder walks to local schools to take and collect children and takes children out in the local community and beyond. She holds a NVQ Level 3 in Early Years Care and Education.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder is committed to providing a high quality and fully inclusive service where all children are valued and well supported. A significant strength of this setting is the excellent partnership with parents that the childminder has established. This results in children who are very happy and well settled and it ensures that each child's needs are fully catered for. Monitoring of her service through self-evaluation and by involving parents and children helps the childminder to identify and then address areas for development, thereby clearly demonstrating her capacity to maintain ongoing improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop systems to ensure that sufficient information is always available to be able to show the progress that children are making in their learning and development.

The leadership and management of the early years provision

The childminder gives a high priority to, and is very much aware of, the importance of fully safeguarding the children in her care. All areas of her premises are totally secure and daily risk assessments are undertaken to identify possible hazards which the childminder would promptly address. Regular checks of what she considers could be potential dangers mean that children are cared for in a very safe environment. For instance, both cooked foods and fridge temperatures are

regularly monitored and recorded. She maintains all the required documentation and is aware of her responsibility to protect the children in her care if there is cause for concern. The childminder has a good understanding of the Early Years Foundation Stage (EYFS). She provides an extensive range of both indoor and outdoor play equipment which covers all ages and stages meaning that children access activities which support them in all areas of their learning and development. She has excellent relationships with all the children and is a very good role model to them. She has high expectations of how children should behave which they respond to very well.

Parents and carers are provided with very good information about the childminder and the service she offers. Daily discussions and written records completed by both parties make sure that they can all work together with consistency to support children. The childminder gathers a lot of detailed, relevant information at the time of placement and she continuously updates this through ongoing discussions; consequently, she has a very good knowledge of each child. She works with parents and carers to follow children's individual routines as much as possible so as to maintain consistency and continuity in their care. This along with good settling in procedures results in new children being happy and content right from their very first day with her.

The quality and standards of the early years provision

Children are very happy and exceptionally well settled and they have affectionate and trusting relationships with the childminder. They all play well together, taking turns and helping one another. They learn about right and wrong because the childminder is consistent in her expectations about how they should behave. They become aware of the consequences of their actions as the childminder clearly explains these to them; for instance that they must share and wait their turn to play with the electronic sound box. Children respond excellently to the childminder's policy of positive re-enforcement and consequently any unwanted behaviour quickly passes. Their self-esteem is raised when for example, they are praised and they smile with delight when they are thanked for sharing or are given a sticker for good hand washing which they proudly wear. They are developing good hygiene routines, have their own flannels for washing, use paper towels to minimise the risk of cross infection and they clean their teeth after lunch. Children learn about the benefits of a healthy lifestyle and about being fit and active and they go outside daily. They enjoy playing in a garden which holds a wide range of different toys and equipment which enables them to practise their balance, co-ordination and helps to develop their large muscles. Children can help themselves to fresh fruit as snacks and drinks are easily accessible to ensure that they remain hydrated.

Children experience a wide range of different play opportunities with different activities available in different rooms. Many toys and activities are easily accessible and children make independent choices about what to play with. They explore texture for example with rice and play dough, some of which has sparkly stars in it, and they roll, cut and make models. They pour the colourful rice and lentil mix filling different size containers which they can weigh on the scales to compare the

weights. They tip the rice from one container to the next find which one holds more and use language about weight and size such as bigger, smaller, heavier and lighter. They excitedly look at their butterfly dome to see how their caterpillars are growing, comparing them to the size they were last time they looked. Animatedly they explain that the empty cases were what the last five butterflies emerged from but that they let them fly away because they needed to be free. They discover that air blows out from the balloon pump when they use it correctly. Then they persevere in trying to inflate a modelling balloon and chase it when it flies off the end of the pump. Children learn how to respond in an emergency because they practise the evacuation procedure that the childminder has in place. They learn about stranger danger and how to cross roads safely through discussions with the childminder. This is supported by activities in the home such as children pedalling an exercise bike linked to the television and an interactive road safety programme.

The childminder's good knowledge both of the children and the EYFS enables her to plan to meet all their individual needs. She has a brief yearly plan to refer to so that she can be sure that children gain a wide range of different experiences. She writes on and evaluates samples of children's work to assess their progress and she also uses them to identify the next steps. The childminder makes some detailed observations on sheets during a specific activity which helps her to monitor children's progress. However the childminder does not have sufficient information available to clearly demonstrate the progress that children are making on their individual learning journeys.

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?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	2
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