

Inspection report for early years provision

Unique reference number	110986
Inspection date	19/05/2009
Inspector	Michele, Karen Beasley
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 was registered in 1997. She lives with her husband and school aged child in a house in Hayling Island. The whole of the ground floor of the property is used for childminding. The family keep a rabbit. There is a secure grassed garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder has attended various workshops to up-date her knowledge.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder promotes exceptionally well aspects of children's welfare, learning and development to ensure they are safe and progress through the early learning goals. She recognises the uniqueness of all children, ensuring their individual requirements are very well met. Through discussion and use of a wide range of resources the childminder ensures an inclusive environment is provided for all children. Records of children's progress are key strengths, which contribute very highly to ensuring children's needs are met. The childminder uses self-evaluation to identify key strengths and weaknesses, which she is very proactive to address.

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 systems of self-evaluation to identify and maintain continuous improvement

The leadership and management of the early years provision

The childminder is very well organised to support children's care, learning and development. Since the last inspection improvements have been made. Comprehensive self-evaluation contributes to the excellent delivery of the Early Years Foundation Stage (EYFS), and is an important tool to effectively identify strengths and build on very good practice. This is evidenced in the high quality of care and education children receive, which gives them an excellent start to their first steps in learning.

The childminder is continually adapting her practice to meet the requirements of legislation. This has a positive impact on how children are supported and ensures

they make very good progress. Consultation with parents by means of general discussion and questionnaires ensures their views are known. Parents express how the childminder is an enormous asset to them in their children's upbringing and she has the talent to see the world through a child's eye. They are exceptionally pleased with the standard of care and education their children receive.

The childminder establishes an excellent and highly effective working relationship with parents. The information she obtains from them when children start at the setting ensures all the children's welfare needs are known and their learning is continuously supported. Home books inform parents of the care their children have been provided with, what they have been doing and any achievements they may have made. Parents are invited to share information about achievements they have noticed their children make at home or any interests they may have expressed. This information is then incorporated in the planning. All required documentation is in place and systems for storing children's records ensure confidentiality. The childminder has procedures in place to liaise with other EYFS providers the children attend. This ensures all children's learning is continuous.

Children are cared for in a safe, secure environment. Procedures and work practice to safeguard children are exemplary. The childminder has a very clear understanding of the procedures to be followed should she have any concerns regarding individual children's well-being. Risk assessments carried out for the premises indoors, outdoors and for outings children are taken on, are robust, regularly reviewed and ensure children are kept safe and free from harm at all times.

The quality and standards of the early years provision

The excellent level of interaction and support children receive ensures they are happy, confident and emotionally secure. The childminder recognises that children's emotional development is vital and that without this children cannot learn effectively. New children are provided with continuous reassurance, and are given time and space to join in and participate in all play activities. Equality of opportunity is highly promoted for all children as they are valued for their individuality. Children have the experience of making their name out of salt dough, looking at books and playing with resources that raise their awareness of the diversity of the society they live in.

The childminder's warm, calm manner is an important factor in her ability to manage behaviour in a highly positive way. Children learn acceptable behaviour through discussion and lots of explanation, whereby they become aware of the effect their behaviour has on others and how to be a positive member of society. They are encouraged to be polite and to say 'please' and 'thank you' spontaneously from a very early age. Children are offered an abundance of praise and encouragement which has an extremely positive effect on their confidence and self-esteem.

New children feel secure and settle well. The childminder encourages parents to make pre-visits to her home with their children so they can become familiar with

the environment in which they will be cared for and the childminder's family. During such visits the childminder finds out from parents what stage of development they feel their children are at. She then uses this information alongside her own observations to plan for the children's next steps of learning and ensure their welfare needs are met.

Independence is extremely well promoted; children are encouraged to make their own choice of toys they wish to play with and put their own shoes on for outdoor play. Some older children are beginning to manage some aspects of their own personal care.

Children enjoy the time they spend at the childminder's home and have fun; they participate in a wide variety of activities that cover the six areas of learning. They have access to a wealth of good quality resources, which are very well organised to be safe, stage appropriate and easily accessible. Children make very good progress in their learning as the childminder allows them to follow their interests, such as making collage pictures out of a variety of magazines, stickers, decorative bows and ribbons.

The childminder's effective verbal interaction helps younger children develop their language and communication skills. Children have opportunities to understand that text they see has meaning; they sit with the childminder to look at pictures in books and associate them with the written word.

Children experience a wide variety of daily outings, which supports their physical development and ensures they get plenty of fresh air. For example, they visit Marwell Zoo, Country parks, the beach and childminding groups. In addition, they have regular access to a range of equipment, such as a climbing frame, trampoline, and sit and ride toys, which are all available in the rear garden and in varying sizes to ensure children of all ages can have the same experiences.

Children are beginning to learn about keeping themselves safe. They are introduced to road safety when on outings and they practise the procedures for evacuating the premises in an emergency.

Children are fully protected from germs and infection. The childminder ensures children wash their hands prior to eating and after toileting, and that the premises, equipment and resources are regularly cleaned. In addition, sick children are requested not to attend until they are fully recovered. Children have regular access to their own labelled drinks bottles throughout the day which ensures they do not go thirsty.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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