

Inspection report for early years provision

Unique reference number	113053
Inspection date	09/06/2009
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 who was registered in 1989 lives on the outskirts of Eastleigh with her husband. All areas of the property are available to children. Childminding activities routinely take place downstairs where there is a dedicated playroom and they go upstairs to sleep. Children also have access to a fully enclosed garden.

The childminder is registered to care for a maximum of six children at any one time, three of whom maybe in the early years age range. As well as being registered on the Early Years Register, this provision is also registered on both parts of the Childcare Register. The childminder currently cares for four children at varying times who are in the early years age range and as an accredited childminder, can access the Early Years Education Grant for eligible children. She also cares for eight children over five at varying times, both before and after school and during the holidays.

The childminder holds the Certificate in Childminding Practice.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. A real strength of this setting is the excellent partnership with parents and others. This contributes significantly to ensuring that every child receives continuity of care and is fully supported in all aspects of their welfare, learning and development. The good systems that are in place help her monitor her service to enable the childminder to identify, and subsequently address, areas for development which clearly shows her ability to maintain on-going improvement.

What steps need to be taken to improve provision further?

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

- further improve children's safety by carrying out more frequent emergency evacuation drills
- ensure that within the accessible play provision resources are always evident which help children to increase their awareness of diversity.

The leadership and management of the early years provision

The childminder has a very good understanding of child development and this, along with her exceptionally good knowledge of the Early Years Foundation Stage (EYFS) enables her to effectively plan a varied range of interesting, age and stage appropriate play opportunities and experiences so that children make good progress in all areas of their learning and development. The childminder has excellent systems in place in order to be sure that that parents and carers are kept fully informed about all aspects of their child's care, learning and development. As

well as daily discussions, children take home a diary in which care needs and also any relevant comments are made, such as their achievements and some photos are included. The childminder has also strived to establish a two way dialogue with other early years providers so that she can be sure that there is continuity and coherence in the care that all children receive. She has developed a comprehensive set of handbooks to give to parents and carers which, because of the information both given and obtained via the various information and consent forms, assists children in making as smooth a transition as possible into her care.

Children are very well protected because the childminder is highly vigilant and has a good understanding of safeguarding issues. Parents and carers sign to say they have been made aware of her responsibility to protect all the children in her care and to further protect them they can only be collected by people who are named on her records. The childminder undertakes risk assessments of her premises as well as of all the places that she goes with children and she promptly addresses any potential hazards that she identifies.

The quality and standards of the early years provision

Children are very happy and exceptionally well settled. They are keen to be with the childminder, and happily wave their parents goodbye because they are keen to get on with their play. They are very confident, regularly initiating conversations with the childminder to tell her about their home life and what they have been doing at preschool. For instance, they talk about making a jam tart which they ate in the car on their way to her, and the name of their new teacher who they have recently met. Children are personally independent; they take themselves off to the toilet, afterwards washing their hands and drying them in their own towel. They happily make choices about what they want to play with, self-selecting from a range of attractively presented resources in the play room. All storage is labelled both with pictures of the contents and words, enabling even youngest children to develop their independence by finding things for themselves. Children enjoy a range of different activities which the childminder plans to make sure that they all experience all the areas of learning and development whilst at the same time helping each individual one to make progress. For instance, children are encouraged to label their own work be this by mark-making for a purpose or by forming some of the letters that make their name, as they sound them out.

Children are learning about the local community when they are out walking with the childminder and also about how to keep themselves safe. They discuss 'stranger danger' and look for and learn how to cross roads safely using the bridge over the road, or Pelican crossings, or the Green Cross Code. However, limited opportunities for children to practise the planned evacuation procedure mean that they are not fully confident with how they should respond in the event of an emergency. Children study things as they grow; having planted seeds such as sweet corn. They have put potatoes in sacks and they compare the sizes to see which are the bigger. They delight in finding their strawberries have gone red and wait for the childminder to wash them so that they can eat them, making comments on how sweet they are. Children are aware of and explain clearly that the warm sunshine along with their watering of the plants is helping them grow

and ripen. Although children do have some opportunity to learn about the diversity of society, the resources that the childminder has are not routinely visible within the continuous provision that she provides and that children can always access. Children enjoy trips out with the childminder. For instance, they delight in making journeys by bus to visit the local airport where they watch and talk about the planes as they take off and land.

The childminder's excellent knowledge of each individual child that she cares for enables her to provide activities that are relevant, will appeal to the children and will also ensure that they make good and consistent progress in all aspects of their learning journey. Good, clear records evidencing children's achievements are linked to all the areas of learning. The childminder's observations are cross referenced to an effective tracking system which helps her to identify the next steps of development for each child. It also prompts her about any of their recent achievements that need to be consolidated and, enables her to check for any gaps that she needs to address; this ensures that no steps in individual children's learning journeys are missed.

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?	2
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?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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