

Inspection report for early years provision

Unique reference number	111913
Inspection date	08/04/2009
Inspector	Coral Hales
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 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 1991. She lives with her adult daughter in Fareham, Hampshire. All areas of the ground floor and upstairs bathroom are used for childminding and there is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder is registered to provide 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. There are currently fifteen children on roll. Seven are within the early years age range and eight are in the later years age range. The childminder walks to local schools and pre-schools to take and collect children. The family has four cats, three guinea pigs and a budgerigar.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the provision is good with some outstanding aspects. Children's needs are met well as the childminder is very knowledgeable and has an extremely professional approach to her role. She is skilled at making sure that all children benefit from the exciting range of planned and spontaneous activities that take place. The childminder values each child as uniquely special and ensures they are all fully included and involved. She listens and responds to them sensitively and this ensures they feel accepted and comfortable with a familiar adult. Self-evaluation reflects that the childminder has a very clear sense of purpose and ambition for excellence, and a positive vision for the future. Excellent partnerships are in place with the parents and the childminder recognises the importance of effective links. She has also established good links with other professionals to ensure continuity of care and learning for the children.

What steps need to be taken to improve provision further?

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

- continue to develop the current effective systems of self-evaluation to ensure that plans for the future are well targeted to bring about further improvements to the provision and outcomes for children.

To fully meet the specific requirements of the EYFS, the registered person must:

- complete an appropriate paediatric first aid course
(Promoting good health) W1.2

31/05/2009

The leadership and management of the early years provision

Children have positive and caring relationships with the childminder and their individual needs are met well. They are able to enjoy learning through play, to grow in confidence and to fulfil their potential. All children are included and valued, they are treated as individuals and are listened to and respected. The childminder is skilled at providing different learning opportunities for individual children who may need extra support or challenge.

The childminder has excellent relationships with the parents who hold her in high regard and are extremely satisfied with the care and education she offers. Information about care issues and children's progress are shared regularly. The childminder uses information gained to adapt her routines if necessary so that they support and include all children in her care. Well-written documentation and records are in place and these are reviewed regularly and organised effectively to maintain confidentiality.

The childminder has established good links with other providers at the schools and preschools that children attend. Ideas are shared and children benefit from these effective partnerships which provide continuity in their learning.

The childminder provides a rich and varied environment that supports children's learning and development. Children are confident as they learn in secure and safe, but challenging, indoor and outdoor spaces. They enjoy a range of first-hand experience and opportunities to learn from active play and exploration. Children are provided with many opportunities to think and talk about issues important to them, and a warm and caring environment is evident.

Thorough written risk assessments demonstrate that the childminder is able to take effective action to keep children safe including when on outings. Effective fire precautions are in place and children take part in regular evacuations to ensure they are clear what to do in an emergency. The childminder has a good understanding of safeguarding children's welfare and all required documentation is in place and shared with parents. She has a very clear understanding of the procedures to follow to protect children in her care if she has child protection concerns.

The quality and standards of the early years provision

The premises provide a safe and secure environment where children can interact and explore and enjoy learning whilst being appropriately supervised. The indoor environment provides a challenging space for children and is used flexibly and an excellent range of activities and resources are provided.

The childminder has a very good understanding of the Early Years Foundation Stage framework and uses this exceptionally well to support and develop children's learning. The childminder completes observational records which link directly to the expectations of the early learning goals. She builds on what the children know

and can do and uses information gained very effectively to plan their next steps in learning.

The childminder provides an excellent range of well-planned experiences based on children's spontaneous play and ideas and they learn with enjoyment and challenge. They are responsive and describe what they are doing and at other times totally involved in their play. For example, painting and really enjoying the experience, using brushes, glue spreaders and best of all, their fingers. Children have free choice from an excellent range of toys and resources which are very well set out and displayed in the playroom. This room enhances children's learning as it is colourful, bright and interesting and set out in different areas enabling free choice at all times.

Children show increasing imagination as they play together with Noah's Ark and enjoy sharing the animals between them. The childminder fully involves herself in their play skilfully asking questions and extends learning as they discuss the different animals and figures. Children help to plant pansies and fill the tray with soil and have fun watering them and make marks on labels to represent their names. They use a good selection of tools with confidence as they complete the different tasks. Children sit and listen to stories, for example, 'The Hungry Caterpillar'. The story sack used includes resources to illustrate the story and these ensure children are fully involved and enhances their enjoyment.

Children behave well in response to the childminder's calm management skills and she demonstrates clear and consistent boundaries. They begin to take risks and learn to understand the need for simple rules. Children are encouraged to make simple decisions for themselves and to use trial and error to find things out and solve problems. They share and take turns and learn to respect the needs of others and older children are excellent role models for the younger children. They learn how to keep themselves safe when out walking and the childminder ensures all children understand simple road safety procedures.

Children's good health is generally well promoted and they play in a clean and well-maintained environment. The childminder does not have a current first aid certificate, however, she demonstrates that she is experienced and knowledgeable in this area and training is booked.

Children receive healthy and nutritious meals and snacks and the childminder frequently extends the range of foods on offer for them to try and enjoy. Colourful displays further develops children's understanding of healthy foods. They sit together to eat lunch, some having a picnic outside and others at the table with the childminder. All children are encouraged to eat regular fruit and vegetables and drinks are available at all times.

Younger children's schedules and routines flow with their individual needs. Outdoor play has a positive impact on children's sense of well-being and helps all aspects of their development. They are provided with many opportunities to experience the natural world. They enjoy the freedom to use their senses, and to be physically active and exuberant. For example, they have lots of fun with the parachute, create dens with construction sets and play swing ball. Children begin to be

independent in their toileting skills to enable them to develop suitable hygiene routines. The childminder effectively encourages the children to, for example, wash their hands in a bowl after playing in the soil.

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?	2
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?	2

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?	2
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

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report also applies to the voluntary Childcare Register (relating to first aid qualification) W1.2 31/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above (relating to first aid qualifications) W1.2 31/05/2009

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.