

Inspection report for early years provision

Unique reference number	119854
Inspection date	15/06/2009
Inspector	Lilyanne Taylor
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 1999. She lives with her husband and two school age children in a semi-detached property that is situated in a residential area of Lake on the Isle of Wight. The whole of the house is registered for childminding, however the childminder chooses to use the ground floor only and a bathroom/toilet on the first floor. There is a fully secure garden available for outside play. The family keeps a rabbit and cat as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time; of these not more than three may be in the early years age range. When she is working with an assistant the maximum number of children to be cared for at any one time may be increased to nine children under eight years; of these not more than six may be in the early years age range. Currently the childminder has 13 children on roll; of these 12 are in the early years age group. Care is also able to be provided for children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is an accredited member of the Isle of Wight Children Come First Childminding Network and is eligible to accept children who are in receipt of nursery education funding.

The childminder walks/drives to local schools and pre schools to take and collect children. Her operational hours are Monday to Friday 07:30 to 17:30. Children's attendance within these times is able to be flexible.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder has an exceptionally good understanding of the Early Years Foundation Stage (EYFS). Children are making excellent progress due to the effectiveness of the childminder, who is skilled and knowledgeable in child development. All children, regardless of age attend the setting and the childminder ensures their individual needs are met to a very high standard. The childminder is proactive and very professional, embracing new learning and ideas to improve her service. Self-evaluation systems enable the childminder to build on her strengths and provide children with an excellent level of care and education.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop systems for exchanging information with other providers of the EYFS to ensure the progress of all children's education is

continuous

The leadership and management of the early years provision

The childminder is extremely well organised and proficient. She has up-to-date, clearly detailed, worthwhile written policies and procedures in place, which are shared with parents to ensure they are aware of her practices and able to work with her in promoting positive outcomes for their children.

The childminder liaises effectively with parents to ensure that she is well informed about their needs and those of their children. This enables her to meet any individual care and learning requirements to a high standard and ensures all children are supported to make progress. Parents express how the childminder has shaped their children into the little people they are and that the care she provides them with gives them a wonderful start to life. In addition, through her flexibility with the hours their children attend they are able to continue with their work.

Parents have access to their children's records at any time and are able to contribute their own views about their children's achievements and progress. The childminder is at this time developing the systems she has in place for partnership working with other EYFS providers children attend to ensure all children's learning is continuously supported.

The childminder takes her role very seriously and prioritises her own professional development. She continually attends training and workshops to update her knowledge and skills for the benefit of the children and ensure their learning journey is enjoyable and fun.

Self-evaluation systems are highly efficient. The childminder oversees the work of her assistant and is skilful at identifying the strengths, weaknesses and areas for improvement within the provision. In response to a recommendation raised at the last inspection the childminder has improved the systems for recording accidents which now ensure confidentiality.

Children's safety is promoted to a high standard. The childminder is exceptionally clear about child protection issues and her safeguarding responsibilities to protect the children in her care. Levels of supervision and the very detailed risk assessments carried out for the premises indoors, outdoors and for outings enable children to have the freedom to explore safely and independently. In the event of the childminder's absence due to an emergency situation, systems in place ensure children are only cared for by persons that have been suitably vetted. In addition visitors to the premises are required to sign a visitors' book. This ensures a full record of everyone coming into contact with the children is maintained.

The quality and standards of the early years provision

The childminder is exceptionally skilled at observing the children while they are engaged in activities, enabling her to assess what they can do and plan for their

next steps. Comprehensive records are used effectively to plan an extensive range of activities and experiences for children, promoting all areas of their development and learning successfully. Activities are revisited in different ways until the children fully understand the new concepts and they are also given plenty of time to consolidate their learning through play before moving on to the next steps. This encourages independence and builds the children's confidence and self-esteem. Activities are short and changed frequently, reflecting the age of the children.

The childminder and her assistant sit on the floor with the children and interact with them exceptionally well during activities. They engage children in purposeful conversation and encourage them to talk about important events in their life, such as, what they will be doing later that day when they make their first visit to a pre-school they will soon be attending.

Children are relaxed and have great fun without realising that everything they do has a purpose. The childminder is very skilled at making the most of incidental learning opportunities as the children free-play; she encourages them to count, talk about colours and identify the different sounds they can hear outside. Children are able to problem-solve and the childminder gives them time to work things out for themselves, supporting them as necessary to build their confidence. Children are developing an understanding that text has meaning and enjoy handling books and listening to stories.

Children's welfare is promoted to a very high standard. They are learning about safe practices and regular hygiene routines enable them to become aware of the importance and relevance of washing their hands. Parents give their permission for sun cream to be applied to their children during hot weather and an umbrella erected in the garden provides a shaded area where children can play or sit to eat their lunch. Children are beginning to learn about healthy eating and the childminder encourages parents to provide healthy snacks and packed lunches.

Children are encouraged to lead a healthy lifestyle; the childminder ensures they are out in the fresh air as much as possible. Children have regular access to a range of equipment, such as slides, climbing frame and trampoline, which are all available in the rear garden. These are in varying sizes to ensure children of all ages can have the same experiences. The garden is also used well as an extension to indoors; children are able to freely take resources they are playing with indoors, outdoors, if they so wish.

Children's awareness of the diverse society in which they live is raised through activities, posters displayed and books. All children have equal access to the wide range of resources, activities and experiences provided. Children are taken on regular outings and are keen to share their experiences with others. For example, they talk about how they look at the boats on the sea as they walk along the cliff path and how they travel on a bus or train when they visit the play park, beach or sand/water play areas.

Children are developing a strong sense of right and wrong because the childminder has clear rules and boundaries in place which are implemented consistently. As a result, the children know what is expected of them and they are keen to please.

They are polite and are encouraged to use their manners, saying 'please' and 'thank you' when appropriate. The childminder and her assistant act as very good role models and always thank and praise the children, recognising their efforts and their achievements.

Children are becoming confident communicators and are keen to talk about what they are doing with others. The childminder ensures she fully explains the meaning of new words she introduces children to so they gain a full understanding and can begin to use this in their vocabulary. For example, children are beginning to use words such as cylinder instead of tube and hexagon to describe a shape that has six sides.

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

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:	Met
---	-----

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