

Inspection report for early years provision

Unique reference number	EY320616
Inspection date	11/08/2009
Inspector	Amanda Shedden
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 2005. She lives with her husband and children, both of whom are in full time school, in a house in North Warnborough. The whole of the ground floor of the childminder's house is used for childminding. Minded children use the upstairs for sleeping purposes or playing at the invitation of the childminder's own children. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children. She is registered on the Early Years Register and on the compulsory part of the Childcare Register. She is currently minding 14 children in total, seven of whom are on the Early years Register, all on a part time basis. The childminder walks to local schools to take and collect children.

The childminder is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Children are offered an outstanding standard of care and education. They are making excellent progress towards the early learning goals through a wide range of activities that the individual children are interested in. This is a fully inclusive setting where all children are valued as individuals and their needs met. The childminder has extremely effective procedures in place to ensure that she reflects upon her practice. Where needed, alterations are made to her practice that will benefit the children.

What steps need to be taken to improve provision further?

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

- further improve the complaints procedure to highlight Ofsted's contact details more clearly

The leadership and management of the early years provision

The childminder is extremely well organised and has a very professional attitude to ensuring that the children are well cared for and that they are offered a range of worthwhile and stimulating activities that interest them, thus supporting them to make excellent progress linked to the early learning goals.

She is committed to providing a high quality provision for the children. She has a thorough comprehensive range of policies and procedures to support her practice. The complaints policy is highly comprehensive but needs to be adjusted to highlight contact numbers more effectively. She continually assesses her provision, she creates monthly review forms where she identifies any areas of improvement

that may be needed to improve both the welfare and educational needs of the children. Children and parents are asked their views which contribute to the ongoing assessments of her provision.

The childminder works extremely well with the parents ensuring that they are fully aware of their child's experiences and progress. As well as the verbal communication that takes place each day, each child has a daily diary, she sends texts and photographs of the children enjoying themselves to the parents reassuring them that their children are happy and involved in a range of activities. Parents are fully aware of the observations undertaken on their children and they receive regular reports covering the six areas of learning and any welfare developments; parents are asked to contribute to these records ensuring that there is continuity of care and that parents are aware of, and can contribute to their child's next steps.

The childminder is very focused in ensuring that the children are safe whilst in her care. Children have helped create the house rules which are displayed in the hall which focus on the things which a child may do, for instance, being kind and gentle to one another as well as those they shouldn't do, for instance, not sharing. Risk assessments are in place for both inside and outside the home, ensuring that any hazards and risks to children have been minimised. The childminder is fully aware of the procedure to follow if she had a concern about a child in her care.

The quality and standards of the early years provision

Children thrive and are very happy in the childminder's home. They settle very quickly due to the positive interaction with the childminder, the range of activities to join in with and the calm atmosphere of the home. They have excellent relationships with all of the childminder's family, enjoying the time they have with the older children. The childminder has an extremely good understanding of the early learning goals and how children learn. The childminder is skilled at observing the children and planning activities that they will not only enjoy but learn from. Each child has an individual learning plan which is linked to their interests, their next steps and allows them to consolidate their learning. The childminder uses incidental opportunities to engage children in worthwhile conversations that extend their knowledge and encourages their curiosity. For instance, at snack time they looked at the globe, the conversation started with where Britain is on the globe, where the beaches are and continued whilst children recalled their experiences on their holidays.

The childminder plans activities for the children to participate in when they are ready. For example, children were given a can of shaving foam to spray into a tray; some children loved it, getting very excited as they put their hands into it covering their hands in the foam and making hand prints on the fence. They covered some of the resources with the foam laughing as they did so, really enjoying the sensation of the foam; other children were more reticent taking their time to build up confidence to touch it. The childminder talked calmly to the children, asking them open ended questions about it until they were confident to touch it for themselves.

There are a comprehensive range of resources for the children to select from which are displayed in a manner to encourage self selection. All of the clear boxes are labelled and there are photographs on display allowing even the youngest children to make choices. All areas of the downstairs are available for the children to play in and the fully enclosed garden also has a varied range of resources. The environment is child friendly with photographs of the children and displays of their work giving them a sense of belonging.

Children learn about staying healthy, they access the outdoors each day, enjoy a range of healthy snacks and know to wash their hands at the appropriate times. Children have individual towels to use and their own cups, minimising opportunities for cross infection. They learn about staying safe through regular evacuation practices and learn how to behave in a safe manner when out, for instance, they learn how to cross a road safely. The childminder ensures that children are always fully supervised and that all areas the children use inside and outside the home are safe.

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?	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?	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

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