

Inspection report for early years provision

Unique reference number	EY332966
Inspection date	14/09/2009
Inspector	Alison Jane Kaplonek

Type of setting	Childminder
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered to care for children since 2006. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder lives with husband and children in the Hook area of Hampshire, which is close to local schools and shops. The childminder uses the ground floor of her house for childminding, with children having access to upstairs to sleep or use the bathroom facilities. There is a fully enclosed garden for outside play. Toilet facilities are on both floors. The family have two cats.

The childminder is registered to provide care for five children from birth to eight years. There are currently eleven children on roll who attend part time. Six of these children are in the early years age range. The childminder collects children from the local school and pre-school, where she has formed has good links with staff.

The childminder has a relevant childcare qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's considerable empathy and understanding of children's individual needs, ensures that all aspects of their welfare and learning are consistently well met. Children are welcomed into a warm and welcoming family environment where they are all equally valued, included and treated with respect. As a result, they demonstrate high levels of confidence and an excitement to learn. The childminder takes effective steps to evaluate her provision for children's welfare, learning and development and regularly accesses training opportunities, enabling her to make continuous improvements to her already excellent practice.

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 the planning system to incorporate more child initiated opportunities for children to express themselves, for example through mark making or craft activities.

The effectiveness of leadership and management of the early years provision

An extensive range of policies and procedures and extremely well organised records and agreements with parents, ensures that every child's needs are very well met. The childminder is suitably vetted and ensures that children are fully safeguarded and always supervised by an appropriate adult. She has an excellent knowledge of the signs and symptoms of abuse and is committed to taking any necessary action to protect children from harm. She has exceptionally good systems in place to manage emergencies and provides childcare which is professional and efficient. Excellent and robust risk assessments are in place and these are constantly reviewed and updated to ensure children's safety both within the home and on outings or trips to school. The childminder demonstrates a clear understanding of inclusive practice and encourages children to be fully involved in all aspects of their play and learning. As a result, children are extremely well motivated and they have high levels of self-esteem.

Effective communication systems have been developed with parents and the childminder is also developing partnerships with other settings who deliver the Early Years Foundation Stage (EYFS) with the children she cares for. Parents receive an excellent resource in the form of a handbook, which covers all the childminder's expectations regarding rules and routines, business policies such as fees and provision of food and other useful and clearly documented information. They sign agreements and a huge range of permissions before their children start in the care of the childminder. This enables every child's needs to be successfully supported and their protection assured.

The quality and standards of the early years provision and outcomes for children

Children of all ages show their enjoyment at being with this childminder. They benefit from her commitment and enthusiasm, enjoying purposeful and interesting play. As a consequence, they all make excellent progress in every area of learning. A stimulating and very well resourced learning environment enables children to make choices and influence their own learning. Children take part in a wide range of adult and child initiated activities which follow their own interests. They confidently select resources themselves, pushing the vehicles along the floor or finding out how to switch the electronic toys on and off. Younger children very much enjoy their time outside in the garden, developing their climbing, running and pushing skills. They learn to take risks in a safe environment, as they climb the ladders on the large climbing frame, laughing as they come whooshing down the slide. Regular and accurate observations and assessments are made by the childminder and used to ensure that children are consistently moving to the next steps in their learning and development.

The childminder has an excellent working knowledge and understanding of how children learn and ensures that all children are fully supported. She frequently takes children to visit local groups in her area, where they meet and interact with

other children and adults of all ages. Children very much enjoy their time with the childminder. Older children talk confidently about their morning's experiences at pre-school or school. They play well with the younger children, helping them to find the resources they want and involving them in their games. Children count frequently, for example working out how many cake cases or spoonfuls of flour they will need as they bake cakes. They enjoy looking at books and singing songs. They learn to sound out the letters in their names and are encouraged to speak clearly if requesting a particular activity or resource. Older children learn to complete simple programmes on the computer which support and extend their learning.

Children learn about keeping themselves and others healthy as they talk about washing their hands before eating and covering their mouths if they cough or sneeze. They enjoy an interesting range of healthy snacks and are encouraged to try new foods. They talk about which foods will help them to grow as they eat their lunch. Children learn to keep themselves safe and talk about road safety as they walk home from school in their fluorescent jackets or practise the fire evacuation drill. Children's behaviour is extremely good. They are very polite and kind to each other, often sharing toys or helping younger children to get drinks or find particular toys. They are articulate, confident and delight in their time spent with the childminder, with whom they form secure attachments.

Parents are extremely well informed about their children's learning and development, via daily discussion and scrap books and folders of their children's work. Parents are consulted about their children's needs and interests. They are invited to complete questionnaires about the quality of the setting, alongside their children and to comment on any improvements they would like to see made.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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

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