

Inspection report for early years provision

Unique reference number	EY331288
Inspection date	12/08/2009
Inspector	Sylvia Shane
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 has been registered since 2006. She lives in the North Millers Dale area of Chandlers Ford in Hampshire with her husband and three children. Children have access to the whole of the house, with toilet and washing facilities on both floors. They have the use of a fully enclosed garden and are regularly taken out for walks. Children will be taken on outings to the local area. The family have two guinea pigs which are kept in the garden. The childminder is a member of the National Childminding Association and belongs to a local childminding network.

The childminder is registered to care for a maximum of four children at any one time, three of which can be in the early years age range. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder currently has two children on roll in the early year age range.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children's individual needs are exceptionally well met as the childminder works highly effectively with parents and other providers of care and education to ensure that all children are included and their uniqueness is celebrated in this progressive learning and nurturing environment. Children are extremely well settled and are provided with an extensive range of meaningful play experiences and excellent resources that support their development and as a result they are making rapid progress across all areas of learning and development. Through a range of robust systems of evaluation she successfully identifies the key strengths and weaknesses using this information well to ensure the service she provides consistently reflects and meets the needs of the children and their parents.

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 evaluation of resources paying particular attention to the resources for exploration

The leadership and management of the early years provision

The childminder is highly effective in her role as she shows an in-depth knowledge and understanding of child development and uses this extremely well to plan and provide an exciting child centred environment and consequently children are very keen to learn and are making rapid progress in their learning and development. The childminder is committed to ensuring that she makes continuous improvements and uses self evaluation very effectively to bring about changes to

practice and involves parents in this. This leads to continuous improvement and better learning and development opportunities for children. A detailed and focused self-evaluation is used effectively to identify strengths and monitor any areas needing improvement. For example, although the childminder has a broad range of resources she is currently developing a resources list to ensure that she has enough suitable provision to support every child through their learning so she can identify gaps. Through routine reflective practice she evaluates the effectiveness of activities to ensure she meets the needs of individual children. As a network childminder she is sharing her expertise with others.

Excellent relationships are forged with parents and they are actively involved in the care, learning and development of their child. Through highly effective communication and effective record keeping the childminder is able to recognise and meet the individual needs of each child. Parents are warmly welcomed into the childminder's home and encouraged to exchange information, this is a two way process and clearly promotes secure effective partnerships. In addition, to the daily communication they arrange and agree regular meetings in order to discuss children's developmental progress and achievements. Children's individual learning journals are always available for parents to view alongside their daily diaries. Parents play a key role in making suggestions and commenting on their child's progress. The childminder, with the permission of the parents, has made effective links with other providers of care and education and as a result children have a smooth transition from childminder to nursery pre-school and school and receive continuity of care. An emergency plan has been developed and agreed by parents so that a childminder who knows the children well can care for them in an emergency. A parents' notice board is used effectively to display a wealth of relevant information about the setting. The childminder keeps the parent well informed about issues that may affect their child, for example, the recent implementation of the Early Years Foundation Stage and what to do in regard to the latest flu pandemic. Parents talk about being extremely happy with the setting and the opportunities their children experience.

The childminder is highly effective in keeping children safe and secure ensuring children's safety and welfare is promoted. For example, continuing risk assessment and records are robust. Through excellent supervision and regular checks on the environment the childminder ensures children do not have access to hazardous materials. Doors are kept locked and children are secure. In addition the childminder has fitted alarms to the doors leading to potential hazardous areas such as the garage or the front of the house, so in the event of anyone leaving a door open she is alerted. Risk assessments are conducted on all outings. Reviews take place when things change that may impact on children's safety, for example, when a viewing platform is added to the climbing frame the childminder recognises the need for new rules so that numbers of children at the top of the climbing frame are limited. When she is unable to use pathways she revises her route to keep children safe. The childminder teaches children about how to keep safe. On outings she discusses such issues as which plants are poisonous and about the dangers of water and how to cross roads safely. The childminder has undertaken advanced training in child protection and has a clear understanding of child protection issues and clear systems are in place to deal with any concerns promptly and effectively. All documentation required by regulation is very well

organised and maintained. Comprehensive policies and procedures are in place to support children's welfare and learning and these are shared with parents and reviewed every six months or sooner to ensure their ongoing effectiveness.

The childminder has an up to date first aid certificate and therefore is able to ensure that children receive appropriate care in the event of an accident. Written reports of accidents are signed by parents. A clear sickness procedure is followed which means that children are cared for at home when they are unwell, limiting the possibility of cross infection.

The quality and standards of the early years provision

Children are exceptionally happy and motivated to learn. They quickly settle and feel secure as the childminder gently encourages them to detach from their parent and wave them good bye. They thoroughly enjoy their learning experience because the childminder knows them as unique individuals and meets their needs accordingly. Exceptional care is taken of the planning of the environment and the activities on offer so that children are given maximum choice and autonomy in their play. As a result they are learning to make decision for themselves and are developing confidence and esteem. Children play harmoniously together as they create their own stories and act out their fantasies of super heros, they access the dressing up freely, wearing masks and capes. The childminder clearly understand the need for children to be inventive and make decisions. She gives children time and space to take the lead in their play, understanding that adult support is not always needed, however, is ready with an additional resource or pertinent question to help them problem solve or to extend their play experience.

She encourages group games, for example a tooth fairy game, children are learning what happens when their teeth are wobbly and the childminder gently introduces dental hygiene so children begin to understand the importance of brushing their teeth. Children learn rules and take turns and learn to concentrate and recall what they need to do next. Children are kept extremely busy and absorbed in what they do and as result they behave well. Each child has an individual learning plan and the childminder is skilful in ensuring all children are included. For example, children routinely have access to right handed and left handed scissors until their individual right hand or left hand preference is established. They receive high levels of praise and encouragement, which boosts their confidence and self-esteem. They find great satisfaction in their achievements and grin with great delight when they are praised for doing something well. Children enjoy looking through the photograph album and recognise themselves and their friends so feel a sense of belonging and are secure in their environment. The childminder gently encourages them to recall their experiences and to use their language by asking them open questions such as 'can you remember when?' 'What were we doing?' and 'what did we do then?'. Soon they are telling a story of how they made the number tree and then had to say how many apples they were going to place on the tree and count them as they placed them. The childminder is an excellent role model and treats children with respect and children have developed an excellent relationship with her. They respond well to the request for help and are keen to please. Gentle reminders are given to children about such

things as sharing and ensuring each other's safety for example, when using the climbing frame.

Children's health is extremely well promoted as they have first hand experiences and are involved in all stages of the planting, growing and preparing of food. This gives them added interest in what they eat. They learn how why food must be washed before eating and what vitamins are needed to keep their body healthy. This is reinforced through art and craft activities. They learn about the importance of brushing their teeth as they play the tooth fairy game. Fresh drinking water is readily available throughout the day which means children do not become dehydrated. Children understand the importance of good hygiene and independently and routinely wash their hands after using the toilet and before snacks. Fire drills are held regularly, increasing children's awareness of the evacuation procedure.

Children are developing a real love of the outdoors and therefore are developing a healthy lifestyle. They are able to use their own ideas and develop them. For example, the children decided they wanted to make a fairy glen so resources have been made available and they have from time to time developed this, stepping stones have been placed and children have hung dream catchers and mobiles and bird feeders. They explore the sand, searching out the mini beast hidden by the childminder who ensures that they explore them in detail by asking them probing questions to encourage their observation skills and develop their language and number skills. They explore shape and size as they build different sized sand castles and explore the textures as they pretend its falling rain. The childminder uses this opportunity to talk to them about the weather and the differences between the seasons. Children have exciting outings to local farm and country parks. These are made all the more fun as they learn how to hunt for treasure and learn to use satellite navigation systems and to use maps and they help solve clues to find their way. They make use of the internet to find the locations and clues for this geo-caching. The childminder makes it a priority to talk to children about their safety and that of others when indoors and outside so children learn how to behave responsibly for example, by water, roads and also that some plants and berries are poisonous. They build insect pits so they can explore the natural world and learn to care for living things. The childminder recognises that she needs more equipment to encourage exploration and to further extend this worthwhile experience. Children have regular opportunities to climb up, under and through and as a result are very confident and physically able. Less able children are supported as she ensures they cannot fall through the top rungs of the ladders and has backed these with wood.

The childminder works closely with early years advisors and is a member of the local childminder network. She regularly meets with other childminders to discuss childcare issues and in liaison with the parents has set up emergency care with other childminders who know their children well. She has worked extremely hard on developing delivery of the curriculum in a professional manner. Through constant evaluation of the process she has arrived at an effective way to clearly show where the children are within their learning journey and as a result she provides opportunities and targets specific areas for development according to the

ability of the individual child. This ensures clear and progressive inclusive pathway in their learning and development.

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
--	-----