

Inspection report for early years provision

Unique reference number	EY335478
Inspection date	25/08/2009
Inspector	Hazel Stuart-Buddery
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 with her husband and three children age 12, nine and five years in old Fleet, Hampshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family have no pets.

The childminder is registered to care for a maximum of five 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 nine children on roll, of which, seven are in the early years age range, all attend on a part-time basis. When working with an assistant the childminder may care for a maximum of six children under eight years at any one time, of whom no more than six may be in the early years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks to local schools to take and collect children. She attends the local toddler group. The childminder is a member of the National Childminding Association. She has an Australian teaching qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children are extremely happy and settled in the childminder's care. Their welfare, learning and development requirements are met exceptionally well owing to the dedication, commitment and enthusiasm of the childminder. Highly effective systems are in place that ensure children play safely and securely in a resourceful and stimulating environment. An outstanding self-evaluation clearly reflects on the childminder's practice and identifies strengths and areas of future development to improve the outcomes for children. She proactively works with parents and pre-schools to ensure inclusive practice is promoted.

What steps need to be taken to improve provision further?

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

- develop the observations to ensure they show clear links to the early learning goals and summarise children's assessment records so they clearly show the progress children make towards the early learning goals.

The leadership and management of the early years provision

The childminder shows a clear commitment towards the children she cares for and has high expectations of herself. She is highly committed to improvements within her setting and attends a wide variety of courses that have a positive impact on the children. She has recently enrolled on a degree course for Children's Learning

and Development which will lead to Early Years Professional status. Since her last inspection she has effectively addressed the recommendation made. The childminder continually and comprehensively reflects on her practice and includes the views of parents and children in her self-evaluation process, all of which are extremely positive. A wealth of good quality information is shared with parents via comprehensive written policies, procedures, a notice board and monthly newsletters. Parents are kept informed of their child's progress through regular meetings and comprehensive development files. The childminder fully promotes an inclusive practice. She works with pre-schools to ensure the curriculum she provides complements what the pre-school offer and has fostered warm relationships with key workers.

The childminder has highly effective systems in place to ensure children are safe and secure. All areas of the home and outings are fully risk assessed and hazards are identified and minimised. Children practise the fire drill and know how to get out quickly should they need to do so. The childminder has a secure understanding of child protection and of the procedures to follow. She has a detailed comprehensive policy that outlines her responsibility and it is shared fully with parents.

The quality and standards of the early years provision

Children play in a clean and well maintained environment where good hygiene procedures help to prevent the spread of infection. Children are self-motivated and play with enthusiasm outside as they get lots of fresh air and engage in activities that develop all skill areas. They learn about healthy lifestyles as they participate in making healthy meals and enjoy fresh fruit snacks. Children enjoy the time they spend with the childminder and her family and benefit from each other's company. Clear and consistent boundaries are in place and help children to learn right from wrong. They cooperate during play, when for example, they take turns and share craft resources. Children are extremely well behaved and listen carefully to instructions given to them by the childminder.

The exceptional organisation of the educational programmes reflect a rich, varied and imaginative range of opportunities for all children and include both adult-led and child-initiated activities. Children eagerly choose what to play with and lead their own play with high levels of motivation. They have free-flow access to a resourceful and stimulating garden along with free and safe access to a wide range of activities indoors that are stored in clear boxes, making them accessible to the younger children. Children thrive while they are in the childminder's care. They show confidence as they happily play with independence and confidently ask for help when they need it. Children engage themselves in purposeful play and resources are available for all children to enjoy the same activity, for example, a well prepared craft activity allows children of varying ages to fully participate and gain enjoyment. All children sit safely around the table and have access to a variety of scissors that are appropriate for their stage of development. Children enthusiastically decorate junk models that they had made the previous day. They make their own choices of what materials to use and showed interest for a sustained period of time. The childminder fully respects the decisions of those

children who do not want to partake in the activity and prefer to play in the garden or look at books in the lounge. Children continually develop their communication skills as the childminder constantly talks to them and encourages them to talk about specific events in their lives, such as birthdays and starting school. Children explore different lengths of gutter pipes and cars in the garden and try hard to work out how they can make the cars go faster and jump over ramps; they smile and laugh with delight as they push the car so fast it flies through the air and lands in the bushes. Some children enjoy playing with the childminder's own children and use their imagination as they play with dolls and make up their own scenarios. Children learn effectively about the wider world and the community they live in as they regularly go on trips to the park and shops and enjoy external outings to museums. The childminder interacts well with the children offering appropriate levels of help and support.

The childminder is highly motivated and has worked hard to ensure she has knowledge of the Early Years Foundation Stage. Her teaching reflects her expert knowledge of the learning and development requirements and a full understanding of how children learn and progress. As a result she is able to effectively support children's learning and development to enable them to make outstanding progress. The childminder knows the children well; detailed written assessments, observations of children's interests and progress towards the early learning goals help her to plan resources and activities effectively to ensure each child's uniqueness is valued and they gain maximum enjoyment. The Early Years Foundation Stage practice guidance is used to help identify what the child's next stage of development is. Structured and spontaneous written observations are completed regularly on the children. The childminder is aware of the progress children make towards the early learning goals, although written observations are not linked to them. Comprehensive development files are maintained for all children. These clearly show that children are progressing in all areas of learning. Currently the childminder does not summarise the progress children make towards the early learning goals, it is therefore not easy to see at a glance exactly where children are in their development or gaps in their learning. Information recorded is supported with photographic evidence and examples of children's work.

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
--	-----