

Inspection report for early years provision

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Inspection date	09/11/2009
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.

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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 her husband and children in a house in the Aldermoor area of Southampton which is close to local schools and shops. All areas of the property are used for childminding and access to the premises is good. Toilet facilities are easily accessible and there is a fully enclosed garden for outdoor play.

The childminder is registered to provide care for six children from birth to eight years. There are currently ten children on roll who attend part time, three of these are in the early years age range. She has good links with her network coordinator and her local authority.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are welcomed into a stimulating environment where they are all equally valued and included. The childminder's considerable knowledge of every child's individual needs ensures that all aspects of their welfare and learning are exceedingly well met. 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:

- continuing to develop the already rigorous monitoring and self-evaluation system to sustain the excellent practice already achieved.

The effectiveness of leadership and management of the early years provision

The professional and effective organisation of the childminding service ensures that all outcomes for children are successfully promoted. A comprehensive range of policies and procedures and the maintenance of consistently accurate and well organised records ensures that every child's individual needs are extremely well met. The childminder has an excellent understanding of procedures to safeguard

children and ensures that family members are suitably vetted. Children are always closely supervised by the childminder who carries contact details of all the children in her care, at all times. The childminder has taken advantage of a huge range of training opportunities since she registered as a childminder and is very well qualified in all aspects of children's welfare and learning. She carries out thorough self-evaluation and successfully identifies areas for future development which she then very quickly implements.

The childminder is proactive in her approach to working with parents, her local network co-ordinator and other professionals, to ensure that she provides high quality welfare and learning for every child. She shares considerable amounts of information with all parents, about their children's experiences and routines. Consequently, parents state that they are extremely pleased with the care she provides for their children. The childminder provides children with an exciting and interesting environment, where they have easy access to a vast range of resources and activities, and a good balance of both adult and child initiated learning. Many of these resources are used to help children to learn respect for equality and diversity. The childminder welcomes all children into the setting, regardless of any language or special needs they may have, and ensures that their health, safety and wellbeing is given a high priority. She is committed to providing high quality care and education for all children and works hard to ensure that her practice continues to develop.

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

Children make excellent progress in all areas of learning. They enjoy their time with this dedicated childminder and benefit from her very attentive and caring nature and her enthusiasm to promote learning through play. Children move freely around the interesting and very well resourced learning environment, making choices and influencing their own learning. They sometimes take part in the activity which has been planned for them, such as making a woodland picture or cooking a pizza. At other times, they are happy to explore the range of resources themselves or to request certain activities, for example, using the computer or looking at books. Children frequently ask the childminder to join in with their play and enjoy her involvement. They respond well to the questions she asks them as she stimulates them to think about what they would use their tongue for or what is the first letter of their name. They enjoy singing songs with the childminder as they learn the letters of the alphabet or wash their hands. Children regularly take part in a range of activities outside the home, such as visits to the soft play area, the Sure Start centre or toddler group, where they meet and interact with other children and adults of all ages.

The childminder has an excellent working knowledge and understanding of how children learn and ensures that all children are fully supported. She ensures that all six areas of learning are promoted effectively and equally. Frequent observations of children's play and learning are made, some in writing and some as photographs. These provide the basis for assessments and ensure that key learning objectives are identified for each child and that activities are planned

which enable children's learning to be progressive.

Children play in a clean and very secure family environment. They make excellent use of the play space, confidently moving around the playroom, choosing or requesting resources that they wish to use. Children's physical needs are very well met as they use a wide range of equipment in the garden and when out in the park or at toddler group. They learn about keeping healthy as they talk about washing their hands before eating and making sure they use tissues to catch the germs if they have a cold. They know which is their own towel and babies benefit from the use of individual bed linen. Children bring their own packed lunches and the childminder works with parents to ensure that these are healthy and nutritious. Children can access drinking water at all times and are encouraged to try new flavours at snack time, talking with the childminder about the taste of the mango. The childminder has a very good knowledge of food safety and healthy eating and has attended appropriate courses to ensure that her practice is effective to help promote and maintain children's good health.

Children know about keeping themselves safe as they talk to the childminder about road safety and not going off with strangers. They know they must hold onto the buggy or the childminder's hand when they are out walking. Children behave extremely well and are learning skills to prepare them for their later lives, such as being polite and kind to each other. They benefit from consistent guidance from the childminder and respond well to the praise and encouragement they regularly receive.

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