

Inspection report for early years provision

Unique reference number	111424
Inspection date	19/01/2010
Inspector	Catherine Louise Sample
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 since 1992. She lives with her husband and grown-up daughters in a detached house in Andover, Hampshire. The house is near the town centre; there are shops, schools and parks all within walking distance. All areas of the house are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a total of six children at any one time. There are currently five children in the early years age group on roll. The childminder is also registered to care for two children overnight.

The childminder is a member of the National Childminding Association and is a member of an approved childminding network. She has a level 3 qualification in Early Years Care and Education and a level 4 in Early Years Practice. She also holds a Certificate in Childminding Practice.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children relish attending this stimulating provision where they are making excellent progress. The childminder uses her extensive knowledge and experience to ensure that she can fully meet children's unique needs in close partnership with their parents. She takes particularly effective steps to ensure that all children can join in whatever their stage of development or background. She evaluates her practice rigorously and demonstrates a deep commitment to continuously improving outcomes for 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:

- develop further systems to maintain a regular two-way flow of information with other providers

The effectiveness of leadership and management of the early years provision

Children benefit from the childminder's many years of experience and her extensive qualifications. She has excellent organisational skills. All records are kept accurately and efficiently and the comprehensive range of policies and procedures drawn up by the childminder are implemented highly effectively and shared with parents. The environment is also particularly well-organised. Children enjoy using a

dedicated playroom as well as other areas of the childminder's house which ensures that they have plenty of play space. There are colourful displays of photographs, children's work and posters which ensure that the atmosphere is welcoming and child-friendly. The extensive range of resources are stored in clearly labelled boxes which also have pictures on to enable all children to be able to recognise the contents. In addition to her own comprehensive range of resources the childminder also uses the childminding network toy library to supplement what is available and uses the scrap store and 'found' objects, like bus tickets, to enable children to use recycled materials. The safeguarding of children is a priority. The childminder makes thorough risk assessments for the premises and for outings and ensures that children are protected from people that have not been vetted. She has an excellent understanding of child protection issues, having attended both basic and advanced training courses in this subject. She reflects fully on her practice and has highly effective systems in place for monitoring and evaluation. In addition to feedback from parents and children this helps her to accurately identify areas for further development.

Children's welfare and learning are fully enhanced by the excellent working relationship between the childminder and the parents. Parents are fully involved in sharing information about their children and work in partnership with the childminder in setting their child's next steps in learning. Parents give excellent feedback about the quality of the provision and the professionalism of the childminder. The childminder has also established good links with other providers where children attend more than one setting. She has had telephone contact with staff but has not yet managed to arranged a meeting at the setting for fuller sharing of relevant information. Children are learning about wider society and differences as they use a comprehensive range of resources that promote diversity. These are freely available and include small world figures with disabilities and different skin colours, multicultural dolls, books, and puppets. Children look at a world map to identify different countries and discuss celebrations relevant to children that they know, such as Ramadan. The childminder takes positive steps to ensure that children are not disadvantaged because of their background or personal circumstances.

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

Children are very confident and self-assured. They make independent choices about what they want to do and confidently approach adults to show them toys and talk about what they are doing. They are well-behaved and are involved in setting and discussing the ground rules so they are fully aware of the boundaries for their behaviour. They are confident communicators. This is fostered by the childminder who chats to them all the time and introduces new vocabulary. They love looking at books, listening to stories and joining in with refrains and rhymes. They are learning about the world around them through exciting activities such as planting bulbs in pots and exploring the snow. They frequently use resources such as books, dressing up clothes and skin-tone crayons and paper which help them to learn about wider society and other cultures. They enjoy various imaginative art and crafts activities and particularly enjoy exploring musical instruments and

singing along. They are developing an interest in counting as they sing number rhymes and are encouraged to solve problems, such as whether all the items will fit in the bag.

The childminder makes excellent observations and assessments of the children's achievements. She uses her extensive understanding of child development and the Early Years Foundation Stage to monitor children's progress. The highly effective way in which she records this information shows very clearly the stage at which each child is at and what steps they need to take next. She uses this information, along with their current interests and input from parents, to plan for each child's unique learning needs.

Children are learning highly effectively about how to stay safe. They discuss safety issues such as broken glass in the park and why they have to stay near the childminder when they visit the farm park. They have found out about stranger danger and fire safety when they have met police and fire officers at toddler group. The childminder takes comprehensive steps to ensure that children can play safely in a secure environment. As a result children feel safe and move around the childminder's home with great confidence. They are also positively encouraged to adopt healthy lifestyles. There are various posters promoting healthy eating and good hygiene practice which the childminder discusses with the children. They take part in activities, such as fruit printing, during which they discuss healthy eating and enthusiastically eat nutritious snacks such as blueberries and yoghurt. The childminder has an excellent understanding of how to promote children's health and hygiene. Children are taught to use antibacterial soap and paper towels to prevent cross infection and the childminder regularly uses antibacterial hand wash herself. She has completed food hygiene training and has a level two qualification in cleaning and support services. The knowledge she has acquired enables her to confidently provide a hygienic environment for children and to ensure food is prepared safely.

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	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

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
--	-----