

Inspection report for early years provision

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Inspection date	15/04/2010
Inspector	Dinah Round
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 registered to care for children in 1991. She lives with her husband in Totton, close to Southampton in Hampshire. Schools, pre-schools and local shops are all within walking distance. The whole of the house is available for childminding, however, the ground floor is the main area for most activities with children accessing a sleep area upstairs if required. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years, of these, three may be in the early years age group. There are currently four children on roll, of which two are in the early years age group. The childminder has completed an NVQ Level 3 in Childcare and Education. She is a member of the National Childminding Association (NCMA) and a professional support and community childminder for NCMA, and is member of a local childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder gets to know children's individual needs very well, which supports her in ensuring that every child receives high levels of support. Children are motivated to learn through the excellent range of stimulating play activities and experiences provided and consequently make very good progress in their learning and development. The childminder's forward thinking and clear drive for improvement ensures action is taken to increase the learning outcomes for children. She accesses regular training and guidance to promote the continuing development of her 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 effective systems to observe and assess children's progress by introducing systems to monitor any gaps in children's learning
- reviewing ways to develop further the partnerships with parents to actively involve them in their child's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder is extremely well organised and offers an inclusive environment for children. All the necessary records are accurately maintained and regularly updated to support children's safety and welfare. Detailed policies and procedures are shared with parents to keep them well informed of her practice. Robust risk assessments are completed for all areas that children use, and any outings are

effectively assessed to ensure all risks to children are identified and minimised. This means that children can move around freely and safely in the stimulating and supportive environment. The childminder has a thorough understanding of child protection procedures, she is clear about her responsibilities and confident to follow procedures through to ensure that children are safeguarded.

Optimum use of both the indoor and outdoor play environment maximises opportunities for children's progress and enjoyment. Children are provided with an excellent range of good quality, age appropriate resources, which are well positioned to enable children to make choices about their play. Children are helped to learn about diversity and to show respect for the needs of others, through ongoing discussions and access to resources reflecting diversity. The childminder has a strong commitment to the development of her provision and continues to strive for further improvements in the outcomes for children. For example, she invested in full waterproof clothing and spare Wellington boots so that all children can take part in outdoor play activities. She regularly attends training courses to support her in improving children's care and keep up-to-date with developments.

The childminder develops effective partnerships with parents liaising closely to help her support children's developing needs. Children's starting points and capabilities are fully discussed with parents, which means children are extremely settled and secure in the childminder's care. There is a good exchange of information through daily, informal chats to keep parents well informed about their child's care and achievements. Parents have access to children's progress folders and receive a CD with copies of any photographs taken, although opportunities to involve parents further by encouraging them to contribute comments about their child's learning have not been fully explored. Parents receive detailed information about the childcare practice, and questionnaires are sent out to seek the views of parents and children on ways to improve the provision. Parents acknowledge the support offered by the childminder in promoting their child's development, and the children comment they enjoy all the 'awesome things to do' while at the childminder's. The childminder is highly committed to developing links with other early years settings to promote continuity of care and learning for children.

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

Children's learning is enhanced due to the enthusiasm and positive interaction by the childminder. She has an excellent understanding of children's individual needs, following their routines to make sure they are comfortable, and supporting them in making progress in their learning. The childminder regularly observes and assesses what children can do, which she uses effectively to tailor future activities to help children move onto the next step in their learning. Although, systems to evaluate and monitor any gaps in what children are achieving have not yet been established. Children are very happy and settled as the childminder balances her attention extremely well to ensure all children are valued and included. She is spontaneous and follows children's interests, such as a toddler who likes filling boxes is provided with dry porridge, spoons and containers to empty and fill. Children develop good self-esteem through receiving regular encouragement and

praise, the childminder provides a positive role model which fosters consideration for each other.

Children's curiosity is fostered through the provision of fun and interesting play experiences, and consequently children thrive. The childminder actively gets involved in children's play, maximising spontaneous opportunities to extend children's learning so they achieve well. Children's language is actively promoted through lots of conversation and joining in rhymes, successful use of props by the childminder nurtures younger children's interest. Children are introduced to number, counting and shapes, such as using the digital camera to take photographs of different shapes within their environment. Children of all ages enjoy wide ranging creative activities providing excellent opportunities for them to use their senses to explore and experiment. For example, toddlers have fun investigating the items in the treasure basket, fascinated as they create sounds through the cone and make marks in the sand with the different brushes. Children develop a very good understanding about their environment as they are introduced to the four R's of Reduce, Reuse, Repair, Recycle when taking part in recycling activities. Children learn about nature as they get involved in planting and growing vegetables, and talk about the different birds observed in the garden.

Children's welfare is given high priority. They are learning how to keep themselves safe through gentle reminders from the childminder and taking part in regular emergency evacuation practices. Children are taught about stranger danger and road safety when out and about, which the childminder has effectively reinforced through role play activities and stories. Children's health is promoted well as they take part in lots of physical activities through regular walks and exploring the broad range of play apparatus in the garden. Children enjoy healthy snacks and older children are encouraged to get involved in preparing their own fruit at snack time. High standards of hygiene are maintained through the effective daily routines followed by the childminder. Children learn the importance of personal hygiene and are encouraged to join in the 'Rub-a-dub-a-dub' rhyme as they clean their hands before eating.

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	2

The quality of the provision in the Early Years Foundation Stage

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