

Inspection report for early years provision

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Inspection date	05/03/2010
Inspector	Marilyn Joy
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 a registered since 2001. She lives in a chalet bungalow in the Bishopstoke area of Eastleigh with her husband and two children aged over eight years. Local schools, pre-schools and parks are close by. Downstairs is the main area used for childminding and includes a dedicated playroom, toilet and sleeping facilities. There is a fully enclosed garden for outdoor play. The family have some small pets in the garden. The childminder attends local pre-school groups.

The childminder is registered for a maximum of six children under eight years and, of these, three may be in the early years age group. She is currently caring for six children in the early years age group and four school-age children, of whom two are aged over eight years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder offers an extremely well-organised, exciting and stimulating environment where children make excellent progress in all areas of their learning and development. Children flourish because the childminder has an exceptionally good knowledge of their individual needs, capabilities and interests and a thorough understanding of the Early Years Foundation Stage. Comprehensive policies and procedures underpin the childminder's excellent practice and ensure outcomes for children are outstanding in all areas. Robust self-evaluation and dedication towards continual development ensures the highest possible standards are maintained.

What steps need to be taken to improve provision further?

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

- enhancing safety arrangements to further extend opportunities for all children to move freely between all areas.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because the childminder has comprehensive procedures for ensuring children's health, safety and welfare. She has a thorough understanding of child protection issues and her responsibilities should she have concerns about a child in her care. Children are involved in regular fire drills which helps them to understand about keeping themselves safe, as well as, enabling the childminder to ensure she is able to evacuate them quickly and safely. The childminder has comprehensively assessed her premises and is fully aware of all

potential hazards. She has installed appropriate safety equipment in most areas and adapts her practice according to the abilities of the children attending. For example, improvements to the downstairs have meant that a standard safety gate does not fit across the stairs and alternative temporary arrangements are necessary. However, when in place this reduces opportunities for some children to move freely between the different rooms. The childminder is extremely vigilant in her care of children which ensures their safety at all times.

The childminder's organisation is exemplary and results in highly effective systems for managing children's care. Comprehensive documentation supports the childminder's daily practice and ensures she has all the required information to meet children's individual needs. Superlative relationships are forged with parents and founded on excellent communication. Parents extol the high quality care their children receive, productive partnerships and their extreme satisfaction with the service provided. They are very well-informed and kept fully up-to-date through daily discussions, diaries and progress records. Parental involvement enhances children's experiences and reinforces their learning. The childminder is highly committed to working with other settings and agencies involved in children's care to ensure continuity and the successful promotion of their welfare and development.

The childminder has very high expectations for children and herself. In order to sustain outstanding practice she has implemented very effective methods of monitoring and evaluation. She consults with parents and children, receives regular support from the childminding network and completes ongoing training. Outstanding practice is achieved because she undertakes rigorous self-evaluation, is honest in her appraisal and implements action plans for improvement. For example, the garden is currently being re-developed and enhanced to include areas for vegetables and a purpose-built sand-pit.

Paramount consideration is given to valuing each child and tailoring their care according to their individual needs. The childminder knows and understands each child extremely well which means they thrive in the highly supportive and inclusive environment offered. Resources and equipment are of very good quality and there is an extensive range for children to choose from. Well-organised shelving in the dedicated playroom enables children to select age-appropriate toys for themselves and become increasingly independent.

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

Children are extremely happy and settled in the childminder's care. Babies eagerly put their arms up for a cuddle whilst older children seek help whenever they are unsure. They are used to the childminder's involvement in their play and, although they are equally confidently playing independently, they like her to join them. Children benefit because the childminder is extremely effective in her interactions with them. She successfully and naturally extends their learning during relaxed conversations. For example, when pretending to make a phone call children are encouraged to identify the numbers they are pressing and match them to the

numbers on the wall. When choosing what they want for snack they talk about foods which make them strong and healthy. Babies attempts at speech are echoed and when new words are used they are recorded so that parents and the childminder can work together to reinforce them.

Children make excellent progress in all areas of their learning and development because the childminder is extremely secure in her knowledge of each child and the early learning goals. She has implemented a highly effective system for monitoring progress, assessing achievements and planning progression. When children first attend information is gathered from parents about their interests and starting points for learning. This two-way exchange of information continues and, alongside following children's enthusiasms, forms an essential part of the childminder's planning. Projects quickly develop from children's interest in aeroplanes and learning in all areas is achieved. Creativity is promoted and problems solved when an airport is produced from boxes, tins and a board. Hand-eye coordination develops as the design takes shape and is painted.

Communication skills increase as children are encouraged to talk about what they are making and identify the techniques and materials used. Ideas are extended when the airport is linked to going on holiday and children look on a map to find the country they have visited. The childminder conducts her own research so that she has technical information and reference materials in order to comprehensively extend children's knowledge.

Activities engage children's natural inquisitiveness and desire to find out more. They learn about the world around them through a broad and varied range of experiences that continually challenge and excite them. They expertly dress themselves in different costumes and then learn about technology when taking photos of each other. They find out about living things when feeding the rabbit and growing plants, experiment with different materials when balancing and rolling a marble through paint on a tray and investigate the natural environment when playing in the snow. Babies begin to make connections as they repeatedly place balls at the top of the large marble run and watch them zigzag down to the bottom. Children excel when they are interested and enjoy their learning.

Children benefit from the frequent praise and encouragement they receive and display very high levels of confidence and self-esteem. They become increasingly independent in directing their own learning, managing their own personal care and developing cooperative relationships. They learn to collaborate, negotiate and be kind to each other. Keeping themselves safe is part of their daily routine and they quickly learn what is expected of them. Older children know that babies put things in their mouths and when they notice them picking up grass outside they sensitively take it away. Children are confident, polite and considerate. They behave very well.

The childminder expertly manages children's health and welfare and raises their awareness of the importance of developing a healthy lifestyle. Good hygiene habits are routinely encouraged and children competently explain that they have to wash their hands before lunch and after they have been feeding the rabbit outside. Fresh air and exercise form part of children's daily routines. They explore large play equipment at the park and have picnics in the garden when the sun is shining.

Children are enthusiastic learners and have excellent opportunities to excel and have fun.

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

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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