

Inspection report for early years provision

Unique reference number	EY348126
Inspection date	30/04/2010
Inspector	Lynn Reeves

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.

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 registered in 2007. She lives with her husband and two children in a residential area of Portsmouth in Hampshire. The property is within close proximity to local shops, schools and a park. The whole ground floor of the property is used for childminding, which includes rest and toilet facilities. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for four children aged under eight years and is currently minding two children, one of whom is in the early years age group. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very secure in their surroundings and thoroughly enjoy their time with the childminder. Children's learning is extended exceptionally well by the childminder, who skilfully and effortlessly provides challenges that build on the children's existing interests and abilities. They benefit enormously from the loving relationship the childminder has developed with them. The childminder organises her business, documentation and environment extremely well, which benefits all the children in her care. The childminder has a very good range of policies and procedures which are implemented effectively. The childminder shows a real commitment to continuous improvement; she has addressed all previous recommendations and continually evaluates her own practice and attends courses to develop her professional understanding of high quality childcare.

What steps need to be taken to improve provision further?

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

- further developing systems to liaise with other providers delivering the Early Years Foundation Stage for children to ensure continuity of learning and care

The effectiveness of leadership and management of the early years provision

The childminder has developed effective policies and procedures and follows these to ensure children are safeguarded. The childminder has a very clear understanding of child protection procedures and knows how to implement them to safeguard the children in her care. She is extremely proactive, attending several child protection courses to keep up to date. Daily visual checks and clearly written

risk assessments are undertaken to enhance children's safety while in the home, garden and on all outings. The childminder is very enthusiastic and organises her home and overall provision extremely well, which ensures no child feels excluded or disadvantaged.

The childminder evaluates all aspects of her practice, including the activities provided, to ensure the planned learning intentions are being met. She uses parent questionnaires to gain feedback to enhance her business and welcomes any comments to ensure individual children's needs are being met. Children's care and learning is promoted because the childminder has very good knowledge of the Early Years Foundation Stage and implements this effectively to promote successful outcomes for children. Children develop secure and trusting relationships within the setting, which is enhanced through the well-established relationship between the childminder and parents. The childminder organises the resources very effectively within the rooms made available to the children, to ensure they can access resources independently.

Partnership with parents is strong. The childminder provides them with detailed information about how their children have been on a daily basis. She makes time to chat to them at drop off and collection times and uses a daily diary to provide detailed feedback. Excellent records are kept regarding how the children are developing as individuals and the progress they are making in their learning. Effective settling in procedures enables parents to share what they know about their child and provide the childminder with a good insight into their home and family life. The childminder undertakes regular observations of children's progress and uses these, along with photographs and a sample of children's work, to record progress. Some links are being developed with other Early Years Foundation Stage providers that the children may attend, although, these need developing to ensure consistency and continuity in children's care and learning.

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

The childminder has an excellent understanding of the Early Years Foundation Stage and how children learn. She promotes the children's learning through play and ensures she makes experiences fun. For example, allowing the children to use their own imagination as they play in the sand tray. The children find additional resources such as rolling pins, sieves, whisks and jugs to make patterns and pour the sand in various ways. The childminder continually questions the children to make them think for themselves, for example, asking 'what do you think this is for' as she holds up the whisk or 'what do you think will happen' as the children use the rolling pin to make patterns in the sand. Observations of children's progress are recorded within their individual learning and development files, providing a clear and thorough record of children's progress. Photographic images are used well, along with written observations and information gained from parents about their child's starting points and capabilities. The children's scrapbooks are full of examples of their work and provide an extremely informative collection of pictures and events; they enable the childminder and parents to see the children's progress, as their skills develop and improve in all areas. Development records

clearly highlight the next steps in children's development. The information is used exceptionally well to support and extend children's learning further.

Children are incredibly confident and extremely happy in the childminder's care. They are kept well occupied as she spends a lot of quality time with them, talking and playing to promote their learning. Children display very good independence, making decisions about what they want to play with, as they move from one activity to another. They laugh and giggle as they blow and catch bubbles and enjoy playing with the fishing game, using the magnetic rods. Children use their senses and develop curiosity as they play with items stored in treasure boxes and express themselves well when decorating their own rainmakers with pipe cleaners and foam shapes. The childminder's home is extremely well organised and very child centred, allowing children to select their own resources and equipment from low level open shelving units. The free flow environment enables children to make their own decision on whether they wish to play indoors or outside. Children are sociable and develop strong relationships with the childminder and each other. They look forward to each other's company, laugh, giggle and cuddle each other and behave exceptionally well. Children respond to the childminder in a positive manner, for example, helping to pick things up from the floor when asked.

Children's self-esteem is high. They respond to the praise and encouragement the childminder provides, enabling them to solve their own problems and think through their ideas; for example, searching for items on the list when going on treasure hunts. The childminder interacts exceptionally well with the children. She is fully aware that children learn at different stages and that some have very short attention spans, so continually changes the activities to keep them stimulated. Children have opportunity to mark make, as they have easy access to writing materials and enjoy opportunities to play with paints and play dough. Children enjoy looking at the books and love sitting on the childminder's lap to listen to stories and have a cuddle. They are encouraged to repeat familiar words and predict what might happen next to enhance their learning. Children are progressing very well in their understanding of language and basic mathematics. The childminder talks to them about what they are doing, for example, asking them to count, match and name colours. Children have opportunity to learn information and communication technology skills, with access to a computer and a range of programmable toys.

Children enjoy an excellent range of outings. These include visits to the local parks, children's playgrounds, the dockyard, castles and various museums. They enjoy a healthy lifestyle with plenty of fresh air and gentle exercise, whilst playing in the garden on the rockers and sit-on-toys. The childminder provides an inclusive provision where all children have their individual needs met and enjoy activities and resources appropriate to their stage of development. Children play with resources that reflect diversity and love to take part in cooking. They proudly show off the seedlings they have planted and demonstrate great care as they water the lettuce, sunflowers and aubergines with their little watering cans.

Children's health and well-being are promoted extremely well by the childminder, who implements effective and robust procedures at all times. Children gain excellent personal hygiene skills. They learn to wash their hands before and after

eating and to cover their mouths when coughing. They are developing good self-care skills. The children are encouraged to try to put on their coats and shoes, to equip them with skills for the future. Children learn to stay safe indoors and outdoors, as they practice regular fire drills and the childminder talks to them about road safety issues. Well managed systems are in place to ensure that all snacks and meals meet all the children's individual dietary requirements. The childminder involves all children with activities and adapts her environment and resources accordingly, to ensure all children feel valued and included. The childminder maintains her documentation to a very high standard. The activities are so varied the children are provided with plenty of challenges, resulting in excellent outcomes for all.

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

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