

Inspection report for early years provision

Unique reference number	111320
Inspection date	14/07/2010
Inspector	Anne Mitchell
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1997. She lives with her husband and four children all over the age of 16 in the village of Hedge End, near Southampton. The whole of the house is available for childminding, however, childminding takes place on the ground floor. There is a fully enclosed rear garden for outside play. The family have a cat.

The childminder is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. A maximum of six children may attend at any one time. There are currently a total of four children on roll, all of whom are in the early years age group. The childminder walks or drives to local schools and pre-schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this welcoming and vibrant setting. They make excellent progress in their learning and development and the childminder plans well for each child's unique character. The activities provided keep children interested and motivated to learn, and they maintain strong relationships with the childminder and their peers. Secure systems have been developed to monitor and assess the provision, to ensure children are happy and continue to make significant progress in each area of learning.

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 resources that positively reflect disability.

The effectiveness of leadership and management of the early years provision

There are rigorous and robust systems in place to ensure children's safety. Comprehensive risk assessments are completed and reviewed to ensure children are safe in the childminder's home, garden and on outings. The childminder has a secure knowledge and understanding of safeguarding issues to enable her to effectively protect children from harm and neglect. Her practice is successfully supported by clearly written policies and procedures that are shared with parents from the outset.

Systems to monitor and assess the provision are secure and effective. The childminder's self evaluation form provides an accurate account of her provision. She demonstrates a commitment to continued training to improve her personal

and professional development. Feedback from children and their parents, and liaison with other childminders ensures continued improvement. The childminder knows each child's individual learning styles and preferences. This enables her to plan effective play opportunities to help children make excellent progress in their development. She fosters a culture of mutual respect and acceptance of diversity. Resources are of high quality and accessible to all children, promoting their independence successfully. A broad range of multicultural toys and books positively reflect cultural diversity to enable children to learn about the wider world, as well as some that help children to respect people with disabilities.

The childminder has developed strong and successful partnerships with other early years provision the children attend to provide a consistent and complimentary approach to their learning and development. Parents are provided with comprehensive information about the setting and they are delighted with the level of care and education their children receive. Comments from parents are very positive and they value the 'flexible and reliable' service provided and acknowledge the 'clean and safe environment'. The childminder makes good use of recycled resources. Activities are well planned and there are sufficient resources to ensure children can all take part. There is an excellent balance of indoor and outdoor play as well as regular outings to support children's learning and development effectively.

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

Children are highly confident and very settled. They flourish in this stimulating, yet homely environment. Continuous interaction provides excellent opportunities for discussion and helps children solve problems and think for themselves. The childminder is skilled at using open-ended questioning, helping the child to use language for thinking. Children are very focussed and involved in their chosen activity. A child makes 'toppings' for the play dough pizza and talks with the childminder about the different foods, then shares out slices for everyone to try. The varied range of activities planned for children to enjoy ensures they are motivated and successful in their learning. The childminder participates in their play with genuine enthusiasm and supports children's learning and development successfully. Photographs show the broad range of activities children enjoy. For example, outings to local parks and countryside where children find different footprints in the snow and identify them. They compare sizes of boot prints, and examine animal and bird tracks, trying to guess who the prints belong to.

The childminder is highly effective in her planning. Weekly planning is flexible to meet children's changing needs. 'Learning journeys' provide a clear picture of children's progress. They are well illustrated and cover all areas of learning. Children make significant progress towards the early learning goals. The childminder recognises each child's learning styles and plans effectively for this. For example, she plans a variety of activities that promote children's mark-making skills through drawing, chalking and printing. This successfully meets children's individual needs and successfully narrows the achievement gap between children with differing abilities.

Children's safety is very successfully promoted because safety is constantly reinforced through play and discussion. They talk about traffic lights and discuss when it is safe to cross the road. They look through a book about people who help us, and this type of discussion is reinforced through practical activities, such as a visit from the police. Children learn about their own safety through safe use of tools. Children's health and welfare is very effectively promoted because they follow excellent hygiene procedures. They talk about healthy eating and why fruit is better than sweets. Regular outings to the local environment provide children with excellent opportunities for fresh air and exercise.

The childminder is an excellent role model for children's behaviour, and consequently, children are polite and well mannered. Children clearly have a close relationship with the childminder and their peers, considering their needs even when they are not present. The childminder provides an atmosphere of mutual respect and has high expectations for children's behaviour.

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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