

Inspection report for early years provision

Unique reference number	113170
Inspection date	21/07/2010
Inspector	Lynn Reeves
Type of setting	Childminder

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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

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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 1992. She lives with her husband and adult son in Dibden, near Hythe in Southampton. 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 six children aged under eight years and is currently minding six children, three of whom are in the early years age group. The childminder is a member of the National Childminding Association. The childminder drives to schools to take and collect children and frequently takes them on outings. The family has two small dogs.

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. Very good strategies are in place to ensure children experience a positive learning environment.

What steps need to be taken to improve provision further?

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

- developing the fire evacuation procedures to record any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has a very clear understanding of child protection procedures and knows how to implement them to safeguard the children in her care. 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 children practise regular fire evacuations, however, the procedures to record any problems encountered

and how they were resolved are not in place. 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. 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.

Excellent strategies are in place to promote children's good health. For example, the childminder maintains a current first aid certificate to ensure children receive appropriate medical care following accidents. Health documentation, such as accident and medication records, is completed in clear detail and shared with parents to ensure they are informed of events. Children benefit from daily walks and outings, with very good procedures in place to ensure they remain safe during such times.

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 via text messages and photographs sent via her mobile phone. Parents have written very positive references and thank-you letters, which outline how happy they are with the care their children receive. 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 enable 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. Systems are in place to share information with other providers of the Early Years Foundation Stage when children attend other settings, for example the childminder has made contact with key worker staff at the local pre-school 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. 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 learning journals 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.

The childminder has taken positive steps to consolidate and embed her provision. She has a clear vision as to how she intends to operate and is aware of adapting her provision according to the needs of the children within her care at any one time. 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; for example, asking them to match the colours and skin types of the animals on the cards, getting them to feel the different textures and naming the different shapes and colours. 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 play with the toy cars, running them along the floor, letting them make loud noises. They enjoy playing with the musical instruments and soft toys and use their imagination well playing with the small world people, cars and trains.

The childminder's home is extremely well organised and very child centred, allowing children to select their own resources and equipment from the floor or clear plastic storage boxes. 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. The childminder promotes the children's learning through play and ensures she makes experiences fun. For example, allowing them to collect the chicken's eggs from the nest boxes and naming the wild turkey that appeared in the garden.

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, when drawing, they decide which crayons and stencils they would like and happily chat about their creations. 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 looking at the books. 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, farms, beaches and various museums. They enjoy a healthy lifestyle with plenty of fresh air and gentle exercise, while 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'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. 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 through the childminder's procedures, such as reminding them not to run indoors and not to jump on the furniture in case they fall. The childminder talks to the children about road safety issues, stranger danger and the dangers of touching dogs. 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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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