

## Inspection report for early years provision

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<b>Unique reference number</b>	EY406990
<b>Inspection date</b>	09/09/2010
<b>Inspector</b>	Jacqueline Munden

<b>Type of setting</b>	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 was registered in 2010. She lives with her husband and three children in the Weeke area of Winchester in Hampshire. All areas of the childminder's home are used for childminding and there is a fully enclosed garden for outside play. Toilet facilities are available on the ground floor.

The childminder is registered on the Early Years Register to care for a maximum of three children under eight years at any one time, of which, no more than one may be in the early years age range. She is also registered on both the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for seven children on a part-time basis, three of whom are 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.

All children thrive in the extremely warm and nurturing environment where all aspects of their health, safety and welfare are promoted successfully. The excellent relationships forged with parents ensure each child's individual needs are met and they are fully included. This enables them to make consistent and significant progress in their learning and development. The childminder is constantly reviewing every aspect of her provision, demonstrating a strong commitment to further develop her skills and an outstanding ability to make continuous improvements to benefit children.

## **What steps need to be taken to improve provision further?**

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

- continue to develop systems used for self-evaluation to bring about further improvements in the provision.

## **The effectiveness of leadership and management of the early years provision**

Children are extremely well safeguarded due to the meticulous organisation of the childminder. She has a very clear understanding of the procedure to follow should she have a concern regarding a child in her care and has booked to update her training in child protection. Very high regard is given to promoting children's safety. She and members of her household are suitably vetted and thorough risk

assessments are conducted within the home and for outings with effective measures being taken to minimise all possible risks. The comprehensive range of policies and procedures, that are regularly reviewed and shared with parents, underpin her exemplary practice. All the appropriate records and parental consents to promote children's health, safety and welfare are in place.

Children benefit greatly from the freely accessible and stimulating learning environment in which they play and explore. The childminder recognises the huge benefits of children being outdoors and provides an extensive range of activities in the garden that cover all areas of learning. Some of which are provided under a canopy to allow outdoor play in all weathers. Equality and diversity is fully promoted in children's play, learning and care. Children freely select from an extensive range of superb resources, which allows them all to take part and which promotes their learning and understanding of the wider world and those living in it. The childminder goes to considerable lengths to ensure all children feel valued and included. For example, she is knowledgeable about children's family backgrounds, which ensures she fully supports their individual needs. The childminder is very clear how to support children with additional learning and development needs. She liaises very effectively with teachers as children start school to ensure continuity of care. The strong partnerships forged with parents from the outset benefit children immensely. Daily diaries and regular discussions ensure information is shared with parents, who report they are extremely happy with the care their children receive. Extensive and accurate written records of children's progress are shared with parents who are regularly invited to be involved in their children's learning and to plan for the next stages in their development.

The childminder strives to improve the care she provides by reflecting on her practice and evaluating her provision effectively. She is committed to working with parents and increasing her skills through attending training. For example, she is increasing her skills in the use of Makaton to further support children's language development as it is already used by some of the parents of the children she cares for. Comments and ideas are sought from parents and children to help her successfully identify areas for development. For example, parents complete questionnaires and children offer suggestions for activities they would like to take part in and places they would like to visit. The childminder is keen to develop the written system used for self-evaluation to show the impact on children. This demonstrates an extremely positive attitude and strong ability to continually improve outcomes for children.

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

Children feel safe and secure and flourish during their time with the childminder who is adept at tuning into young children's individual needs. She shows a natural enthusiasm and enjoyment of working with children and has an extremely good understanding of how to help them learn and develop. She achieves this exceptionally well by providing a very nurturing and stimulating environment in which she considers all their needs and daily routines at all times. All children

engage in a wide range of interesting activities, which help them learn and develop skills. For example, visits to local places of interest such as the arboretum where they learn about the changing seasons as they notice changes in the leaves on the trees. Objects are collected and brought home to explore further such as fir cones. Children learn about their senses and to notice differences as they smell the various mint plants growing. They learn to express their feelings and develop language as they describe the smells and say if they like it or not. Photographs are used very effectively in children's individual development records to show the delight they experience in these activities. The comprehensive and meticulous system used to observe children's progress and plan how to help them move on to the next stage in their learning ensures each child makes excellent progress. A documented record shows children's starting points and tracks their progress in a very clear and interesting way. Parents express great appreciation for the opportunity to be part of their child's learning and experiences as they share and contribute to the records.

The childminder goes to great lengths to ensure children feel welcome and part of the setting. As a result, children feel valued and show immense confidence as they are fully included and can take part in all the activities provided. For example, they make pictures of healthy foods they enjoy eating; the art work of all the children, no matter what their drawing ability, is valued and displayed at low level. A child proudly points to their picture of carrots drawn and displayed on the cabinet. Children select their photograph and add it the, 'Who is here board' as they arrive and they have each made a laminated picture which is above the hook on which their individual towel hangs in the bathroom. Thus helping them to learn effective hygiene routines as well as feeling a sense of belonging. The childminder is very sensitive to children's needs and takes very effective measures to help them feel settled. For example, parents are encouraged to provide a photograph album for their child to keep at the childminder's home; children find it particularly comforting to see familiar people and places. Children use equipment that meets their development levels and interests. For example, older children piece together floor puzzles while those under one year develop their skills in gripping the large, easy grip knobs on the tray puzzles. The childminder is very aware that children learn differently. For example, she recognises some of the boys are reluctant to make marks and be involved in creative play so she provides brushes and water for them to make marks as they 'paint' the fence. Children benefit from the same opportunities to learn and develop skills outdoors as they do indoors. They relish sitting in the tent to look at books and sit at the low garden table to eat lunch.

The childminder engages and interacts with the children exceptionally well, using every opportunity that arises to help them learn. For example, as she reads stories she asks them questions about what they see, and she sings rhymes while changing young children's nappies. Children develop excellent skills for the future as they are encouraged to make choices and become independent. For example, they choose what fruit to have at snack time and to put their shoes away. They use a range of electronic equipment and resources in their play including a laptop computer and toys that make sounds when moved or when buttons are pressed. They are confident to make marks, use numbers when counting objects and when singing rhymes. Children learn effective procedures for keeping healthy and safe. For example, they understand the need to wash their hands before eating. Some

children have made pictures that are displayed at the sink to remind them to do so. They learn about road safety and some have drawn pictures of themselves crossing the road, holding hands with the childminder. Children demonstrate excellent manners and show great respect for each other as they take turns and talk as they play.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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