

Inspection report for early years provision

Unique reference number	EY415294
Inspection date	08/02/2011
Inspector	Coral Hales
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 2010 and lives with her partner and their three children aged five and twins aged two in a residential area of Fareham, Hampshire. Local schools, shops and parks are within walking distance. The whole of the ground floor of the property is used for childminding.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. Her registration is for a maximum of three children under eight years, of whom, one may be in the early years group. She is a member of the National Childminding Association and the family has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their learning experience with this caring and enthusiastic childminder. She provides them with an impressive range of resources and many opportunities to develop and extend their learning. This means they make excellent progress in relation to their starting points, age and ability. Ongoing self-evaluation reflects her ability and commitment to maintain continuous improvement. Highly effective partnerships between parents and other providers ensure children's individual needs are consistently well met. A good range of policies and procedures are shared with them and most contain required information.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review and update complaints procedure to ensure parents are fully informed should they have a concern to report.

The effectiveness of leadership and management of the early years provision

The childminder has clear policies, strategies and procedures to ensure the safeguarding and welfare of the children in her care. She conducts effective risk assessments and takes suitable steps to ensure that they are safe indoors and out. The childminder has appropriate safety measures such as gates and locks in place to maintain children's safety.

Records are effectively maintained and most policies are well implemented for the safe and efficient management of the Early Years Foundation Stage framework and

this ensures that children are safeguarded and their needs are met. Children's individuality and interests are respected and nurtured which ensures they are valued and included and their health and well-being promoted.

The childminder who is new to her role, has a professional approach to her work. She has researched systems, constantly refers to guidance and effectively uses knowledge gained to fully meet children's care and learning needs. She communicates well and has an ambitious vision for her setting and has implemented effective procedures to monitor and evaluate her provision. She reviews her own abilities and attends required training, such as first aid and is keen to further develop her skills in childcare.

Extensive resources are used extremely well and provide excellent support to promote and extend children's learning. The premises are well organised and the children benefit from a well resourced playroom. They have free access to the resources and this promotes their independence and allows them initiate and develop their own ideas. The garden is accessed via the conservatory and provides the children with an exciting and stimulating environment in which to develop and refine their physical skills and gain a positive attitude to exercise.

The childminder has established very effective links with other providers and clear communication channels successfully promote children's learning, development and welfare. Exemplary working relationships with parents have developed and these together with the childminder's good knowledge of child development, contributes to the excellent range of stimulating and fun activities that create new and challenging opportunities provided for children. She encourages parents to contribute their ideas and suggestions to her setting and they share information daily, both verbally and via the daily diaries. Detailed information relating to the children's needs is sought prior to them starting.

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

The childminder has a thorough knowledge of the Early Years Foundation Stage framework and provides children with rich and challenging activities to stimulate and challenge them. Children enjoy their learning and achieve extremely well. Observations are excellent and clearly show their differing abilities and progress made. These records are shared effectively with parents who add their own comments. The childminder very effectively utilizes the information she has obtained to plan children's individual next steps in learning. Individual coats pegs and name cards help children to feel part of the setting and they are happy, relaxed and settled and very much part of the family. They seek out the childminder when they need reassurance and comfort and really enjoy the close contact with her.

Children play happily independently and alongside others, however, they very much enjoy it when the childminder joins in with their games. As they have fun moving vehicles around on the play farm their learning is developed further by her

skillful interaction and suggestions. Children are active learners who are encouraged to experiment and explore their surroundings.

Children are encouraged at all times to become active and to develop an understanding of the benefits of physical activity. For example, they use the extremely well resourced and exciting garden regularly and love to play on the wooden fort, the slide and use the cars. This area can be used all year as artificial grass has been laid and this enables children to play out in all weathers and they have a positive attitude to fresh air and exercise. Children decide during the visit that they want to play hide and seek and count to five and run off to hide, and laugh and squeal in delight when found by the childminder. Following this exercise they decide to watch a favourite DVD, however, sit fascinated as they press the button again and again and watch the disc as it goes into and back out of the machine.

Children begin to take on simple responsibilities during daily routines such as snack and play a part in the setting and wider community when they visit groups, the library and observe people who help us.

Children begin to develop an understanding and awareness of healthy living through daily routines and tasks. They make choices about what to eat and healthy eating is encouraged and promoted. They enjoy a range of cut up fruit for snack and really enjoy the strawberries. Sandwiches, cucumber and cheese and fruit drops are provided for lunch. Drinks are available throughout in individual cups. Home cooked meals are provided for the children still present at the end of the day.

Children are developing an understanding of dangers and how to stay safe for example, they practice fire evacuations and the childminder develops their knowledge of simple roadside practices when out in the community. For example, as they walk to and from the school and preschool groups.

Children behave well and when issues arise the childminder supports them and gives guidance in a calm manner successfully using distraction. Suitable systems are in place to manage the behaviour of the older children.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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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