

Inspection report for early years provision

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Inspection date	16/02/2011
Inspector	Lilyanne Taylor
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 since 1991. She lives in a semi-detached house which is situated in a residential area of Nettlestone, on the Isle of Wight. All areas of the property are suitable for childminding and there is a fully enclosed rear garden for outside play. The childminder has a dog. A primary and pre-school is within walking distance of the premises, and local shops, beaches and parks are nearby.

The childminder is registered to provide care for a maximum of six children under eight years at any one time; of these no more than three may be in the early years age range. Currently the childminder has 28 children on roll; of these, five are in the early years age group. Care provided for children aged over five years is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder operates Monday to Friday from 7.30am to 7.30pm all year round. She holds a level 4 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Outcomes for children are consistently very good. They make excellent progress in their learning and development and their welfare is actively promoted. Highly effective partnerships between the childminder, parents and other agencies ensure individual children's needs are well met. The organisation of the provision is exemplary ensuring that it runs smoothly and has a firm focus on meeting children's needs. The childminder overcomes barriers so she can continue with her professional development which has a positive impact on the provision she provides for 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:

- increasing the opportunities children have to see print within the environment.

The effectiveness of leadership and management of the early years provision

Comprehensive safeguarding arrangements are in place and the childminder has a clear understanding of the issues which ensures that a child at risk would be identified and protected promptly. She has attended training to ensure her

knowledge of safeguarding procedures is up to date.

Children's well-being is given a high priority. This means the premises are safe and secure and an effective risk assessment programme is implemented. Supervision adds to children's safety and everyday routines and good planning help children to learn how to keep themselves safe.

The environment is particularly well planned in order to meet children's needs. They are able to make good use of indoor and outdoor space with ease and have ready access to equipment and resources. Children have room to move around freely, rest undisturbed if they wish, and they can access toilet facilities independently. The outdoor space is well equipped with a range of equipment which provides opportunities for children to build on their physical development. Plans to further develop the outdoor area by providing a flower growing bed will enhance children's learning.

The presentation of the setting makes it highly accessible to children. For example, coat pegs, resources and displays are all at child height. The childminder acts as a positive role model. This ensures children are polite and they develop respect for one another.

Partnership working is firmly embedded in the childminder's practice. Her regular liaison with parents and the effective methods used for sharing of information means she is very well informed and able to plan particularly well for each individual child. Parents are able to view their children's learning journeys and they state how this enables them to be involved in their children's education and progress. Parents express high levels of satisfaction with regards to the provision their children are provided and state 'it is a fab learning environment that is full of love and play'.

The childminder's high aspirations for her provision are reflected in her drive for continual improvement. She shows a clear commitment to enhancing her practice by increasing her knowledge through training. The childminder has very good knowledge of child development, and is able to use this knowledge to maximise outcomes for children. The views of parents are sought and through self-evaluation she is able to ensure all children are consistently provided with high quality care and education.

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

All children thrive and gain a real sense of belonging in this setting. They are valued as individuals and have an extremely good relationship with the childminder. The individual progress they make in specific aspects of the curriculum, such as communication, language, literacy and numeracy is excellent. Children show high levels of independence, imagination and concentration. They enjoy looking at books and are beginning to make up their own stories by looking at the pictures. Children confidently recall significant events from stories they have

had read to them and visit the library to make their own choice of books to borrow. Children sound out letters on the alphabet chart and name the objects alongside. However, because resources and displays are not labelled they have few opportunities to further develop their literacy skills. The use they have of a computer further supports this learning. Through games they play children are learning to share and take turns and to follow simple instructions. They are aware of the sequence they have to follow in order to complete a game and are able to recognize colours, numbers and count objects to a given number.

Children engage in a wide range of creative activities and know how to handle and use scissors safely. For music sessions they attend they make hats to wear; older children ensure babies are included and make hats for them to wear too. Babies are happy to leave the childminder's side to explore the safe environment. Well established routines help them feel confident and secure. They enjoy pushing buttons on toys and are beginning to manipulate hand held toys well. While older children sing babies are held on the childminder's her knee; they bounce up and down to the rhythm and babble and gurgle to the tune.

Children are developing an excellent understanding of how to keep themselves safe; they confidently state why you have to be careful when crossing the road and the procedure they have to follow in the event of a fire.

Children lead a healthy lifestyle and thoroughly enjoy being out in the fresh air. They enjoy the childminder joining in with their play and excitedly call out 'come on x' when they want her to push them on their bikes and scooter. They confidently ask her for support when they want to play on the swing or climbing frame in the garden. Children show care and concern; they assist the childminder when she is supporting babies to take their first ride on a trike. Children enjoy a wide range of purposeful outings; they go to the paddock to see horses, beach to collect pebbles, and woods to collect leaves.

Children enjoy a nutritious range of snacks and meals and are aware of good hygiene practices associated with eating. They are encouraged to be polite; if they say 'I want', the childminder models back 'I would like'. Children are becoming aware of how they can prevent germs spreading through the gentle reminders they get to place their hands over their mouth when coughing.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure the daily record of the children looked after on the premises shows their actual hours of attendance (Records to be kept) (also applies to the voluntary part of the Childcare Register) 21/02/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the compulsory part of the Childcare Register (Records to be kept) 21/02/2011