

Inspection report for early years provision

Unique reference number	EY264586
Inspection date	17/02/2011
Inspector	Judith Reed
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.

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Description of the childminding

The childminder was registered in 2003. She lives with her husband and one child of school age in Bursledon, Hampshire. The whole of the childminder's home is registered, however this takes place mainly on the ground floor. The house is easily accessible and there is a toilet on the ground floor. There is a fully enclosed rear garden available for outside play. The family have some fish.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding four children in the age group on a part-time basis. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder attends several different groups for children. She is a member of an approved childminding network and currently receives early education funding for one child.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's development is supported and extended extremely well by this professional childminder. She knows the children very well as individuals and always ensures their interests are encouraged and their personal needs are met. Equality and diversity are very effectively promoted. The childminder carries out a full and careful self-evaluation of her service and makes plans for ongoing development and training, therefore maintaining continuous improvement. She plans to update some documentation.

What steps need to be taken to improve provision further?

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

- updating house rules to enable younger children to fully understand .

The effectiveness of leadership and management of the early years provision

Children's safety is assured and supported because all policies and procedures are in place and the childminder has a very clear understanding of her duty regarding safeguarding children. All adults living in the home are suitability checked. Careful and thorough risk assessments are in place for the home, garden and the many different outings which the children experience. The childminder ensures she

remains with the children at all times and she implements a number of safety precautions around her home to ensure children are protected. Parents complete all necessary documentation to ensure children's health and safety. The childminder collects comments from parents. These state that parents are very happy with the service provided. They are pleased that their children take part in a wide range of activities and attend many groups as this helps them grow into well-rounded, sociable individuals. Children are stimulated by this range of different environments and by mixing with different age groups. Parents feel that the childminder is a great communicator who is very well organised. She supports children's development at all stages and keeps parents informed about their child's development. Parents view the learning journey records regularly and contribute their own comments. They also discuss next steps for development, which helps the childminder make her plans. The childminder also builds positive links with the local pre-school and Children's Centre, as well as other local childminders. She talks to key workers about the children and shares information when possible.

The childminder provides a wide choice of resources for the children. She is very well aware of safety issues around toys and ensures they are suitable for all the children present. Toys and equipment are stored in a large unit in the dining area of the kitchen and under the stairs. They are rotated and evaluated to ensure they are well used. The childminder uses the toy library as well as the library to extend the range of resources available. The available space is well organised for the children. The garden is a very popular play area and the childminder provides sand play, wheeled toys, swings, and uses the grass slope for rolling cars and balls. Equal opportunity and diversity are promoted through anti-discriminatory practice. A range of toys and books reflect diversity. Posters are displayed around the home showing different languages and religions. The childminder makes every effort to meet the individual needs of each child in her care and treats everyone with respect.

The childminder is aware of the importance of self-evaluation and carries this out effectively. Policies and plans are reviewed due to changing circumstances and children's individual needs. The childminder has recently completed the Diploma in Home-based Childcare and attends training and conferences to keep her knowledge up to date. She is part of the network and receives support visits from the coordinator. She is also a recognised support childminder for new childminders in the locality. The childminder runs a local parent and toddler group and works closely with the Children's Centre to operate a childminding support group. Continuous development is important to the childminder who works hard and is professional at all times.

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

Children are confident and very happy in the childminder's home. They feel safe as rules are consistently applied and they are encouraged to have good manners. A list of rules is available; however younger children cannot read the short list. Children are reminded to be careful on the wooden decking, as it may be slippery.

They learn road safety rules and how to cross roads. They wear high visibility jackets when out and about.

Children's learning and development is very effectively supported as the childminder knows their interests, as well as their current stage of development. When children start coming to the childminder she invites the parents to complete a learning passport document to help set their starting points for development. She makes brief plans to ensure ongoing progress for all children. The learning and development records include observations and photographs of activities and outings. Children are taken out to various groups and places of interest each morning. The outdoor experience gained while attending a Forest school has increased the children's learning in all areas of development. For example, they are more aware of the birds and their song, they are familiar with preparing food for birds and they have collected sticks to create a hedgehog with clay. The childminder skilfully follows children's interests when suggesting activities. When children begin drumming on a large box with their hands she offers to get out the musical instruments providing drums and increasing learning by singing some songs with the children.

Children's good health and well being is promoted to a high level. The children are well aware of the importance of physical activity and experience outside play daily. All necessary steps are taken to prevent cross infection and children have individual hand drying towels, as well as paper towel in the ground floor toilet. Children make healthy choices when they are offered snacks. They choose fruit, bread sticks and raisins. Children are encouraged to have good manners and sit at a low level table to enjoy their food. Drinks are available throughout the day and children decide when they are thirsty and help themselves.

Children share toys and cooperate well when playing together. The childminder helps children to learn to share. Children are also involved in tidying toys away before having snack. They begin to understand their own needs and those of others. The childminder praises and encourages good behaviour and kindness. She is aware that she is helping children to develop a large number of skills for the future. In particular children's personal, social, and emotional development is enhanced by going out and about. The groups provide an extension of the activities which are offered in the home. This enables children to grow in confidence and play independently. Children are more active, inquisitive and independent learners who take every opportunity to experience the activities available.

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:	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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