

Inspection report for early years provision

Unique reference number	EY348079
Inspection date	16/02/2011
Inspector	Jacqueline Munden
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2007. She lives with her husband and three school age children in Eastleigh, Hampshire. The ground floor of the house is used for childminding and there is a secure garden for outdoor play. There is a step to the entrance of the house. The family has a cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is registered to care for a maximum of five children under eight years and of these, three may be in the early years age group. The childminder is currently caring for four children in the early years age group. She also provides care for two older children.

The childminder holds a relevant Level 3 childcare qualification. 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 and other professionals ensure each child's individual needs are met and they are fully included. Overall, this enables them to make significant progress in all areas of their learning and development. The childminder constantly evaluates her practice, recognising and building upon her strengths; while at the same time identifying and acting upon minor weaknesses and areas she would like to enhance.

What steps need to be taken to improve provision further?

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

- building upon the good practice already in place for outdoor play and learning to provide further opportunities, through a range of approaches to enable children even more exciting and stimulating experiences outdoors.

The effectiveness of leadership and management of the early years provision

The childminder gives extremely high regard to promoting children's safety. She and members of her household are suitably vetted. Risk assessments are

conducted within the home and for outings with effective measures being taken to minimise possible risks. She is trained in child protection issues and is clear about the correct procedures to follow should she have a concern regarding a child in her care. The comprehensive range of policies and procedures, which are shared with parents, underpin her good practice. Meticulous records are maintained to ensure each child's health and welfare are fully promoted, and to track and plan for their ongoing learning and development.

This childminder demonstrates an extremely positive attitude and strong ability to continually improve outcomes for children. She increases her knowledge of childcare and development and skills through attending training. For example, she has recently attained a relevant level 3 childcare qualification and updated her first aid training. She uses very effective systems to evaluate all aspects of her provision through seeking the views of parents and children. She welcomes support from the local childminding network. This enables her to accurately identify areas for development; she then make changes such as tracking children's progress against the early learning goals to ensure all aspects are included in her planning, and asking for children's ideas for house rules.

Children benefit greatly from the strong partnerships forged with parents from the outset. 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 goes to considerable lengths to strike up relationships with other providers of the Early Years Foundation Stage to which children attend. This allows her to ensure continuity of care for all children very effectively.

Equality and diversity is fully promoted in children's play, learning and care. Children freely select from an extensive range of resources, which allow them all to take part and which promote their learning and understanding of the wider world and those living in it. The childminder strives to ensure all children feel valued and included. For example, she learns about children's family backgrounds and cultures and actively seeks ways in which to support children using English as an additional language. For example, by learning and using some words in children's home language.

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

Children are extremely happy and settled with the nurturing childminder. They feel safe and secure due to her close supervision and excellent support. Children flourish, making strides in their achievements and thoroughly enjoy their learning because the childminder goes to great lengths to ensure they all feel welcome and part of the setting. For example, religious festivals are celebrated that are relevant to the children attending such as Diwali and Christmas. This benefits all children

attending as it widens their understanding of each other and the wider world. Parents welcome this and encourage their children learning about diversity by contributing foods to eat at the celebration. All children take part in the activities according to their preferences and developmental level. For example, very young children use easy grip, crayons and paint brushes when taking part in creative play and five year old children are invited to make suggestions for acceptable and safe behaviour in the house. As a result, they show immense confidence and high levels of self-esteem. The childminder knows each child very well and uses extremely effective ways to help them progress and try new things. For example, those that did not like messy play have been offered alternative methods to take part in painting activities. Easy grip paint markers were used to initially engage their interest allowing them to make marks without getting messy. This progressed to brushes and now children proudly show the prints they made by pressing their hands in paint. Children show high levels of concentration and learn about letters and their sounds as they complete alphabet puzzles. They enjoy looking at books, pointing at the pictures.

All children engage in a wide range of interesting activities and experiences both in and outside the home. For example, taking train journeys to visit to the market where they buy produce to be used in cooking. They learn exceptional skills for the future as they take an active part in their time with the childminder. They prepare foods to eat such as pizzas, selecting from a suitable range of toppings that meet their individual dietary requirements. They learn to think out problems such as when laying the table for mealtimes, working out the types of cutlery needed for the meal being eaten. Children's use of numbers is developing very well as they sing number rhymes and use the clock puzzle. They talk about numbers as they use the electronic till when playing shops with the childminder. The children are learning a concept of time as they know they need to tidy up the toys at three o'clock to go to school. Children use a wide range of IT equipment that meet their development needs.

The childminder engages and interacts with the children exceptionally well, using every opportunity that arises to help them learn. For example, as they play together with the play kitchen she asks them questions about what they are cooking. Children learn effective procedures for keeping healthy and safe. For example, they understand the need to wash their hands before eating and remind others not to put their hands in their mouth when cooking. They learn about exercise and have lots of opportunities to develop physical skills as they play at the park and splash in the puddles in the rain. The garden is generally used well in the better weather but all areas of learning are not planned for in all weathers. The childminder uses effective means to help children learn to keep safe. For example, they enjoy appropriate books such as Fireman Sam stories before taking part in fire drills. They learn about road safety when out walking. Children learn to manage their own behaviour through the extremely positive and consistent approach of the childminder.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----