

Inspection report for early years provision

Unique reference number	EY269613
Inspection date	07/03/2011
Inspector	Cathy Hill

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since 2003. She lives with her husband and two children, aged five and eight years, in Elvetham Heath, Fleet, Hampshire. The childminder's husband and mother are both registered as assistants. Local shops, schools, pre-schools and parks are within walking distance. The whole of the ground floor of the property is used for childminding with children only going upstairs to sleep. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, of which no more than three may be in the early years age group. She currently cares for five children in this age group at various times during the week. She also offers care to children aged over five years to 11 years and is registered to provide overnight care for two children. The childminder attends the local carer and toddler group on a regular basis. She is a member of the National Childminding Association. The childminder has a level 3 qualification in Children's Care, Learning and Development and is accredited through the childminding network to offer free sessions through the Early Years Education scheme. She currently has three children attending in receipt of nursery education funding.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is exceptionally well organised and provides children with an overall stimulating and caring, home environment for their play and learning. Children flourish within the childminder's care and enjoy the freedom to learn and discover at their own pace, sensitively supported by the childminder. Comprehensively detailed documentation supports the childminder's practice in all areas. Highly effective partnerships between parents and others involved with children's care and education ensure children's individual needs are met to a high standard. The childminder's capacity for continuous improvement is outstanding. She is highly motivated and actively seeks out regular training to further develop her own knowledge and skills.

What steps need to be taken to improve provision further?

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

- developing outside resources to enhance the use of the garden as an outdoor learning area.

The effectiveness of leadership and management of the early years provision

The childminder is dedicated and professional and very effectively organises her home so children have ample room to play. An extensive range of good quality resources are accessible to children which promote learning in all areas and resources are continually being extended to maintain children's interest and to support their individual learning needs. Toy boxes are labelled with both words and pictures so children of all ages are aware of the contents of the boxes. Children show interest in the toys and independently choose what they play with. The childminder displays children's artwork, for example their paintings of flowers, alongside a range of educational posters to provide children with a stimulating surround. Children have a brilliant time as they are allowed to follow their own interests which reduces the incidents when they may feel frustration. Their welfare is safeguarded very well. The childminder and her assistants have all been vetted and the childminder has attended child protection training and is booked to attend advanced training. She has a detailed child protection policy to support her practice and maintains a record of visitors to her home. Children keep safe as the childminder has risk assessed both her home and outings she takes children on. She maintains comprehensive risk assessment records and these are regularly reviewed.

The childminder's policies and procedures are highly effective in promoting children's health, safety, enjoyment and ability to make a positive contribution. Inclusive practice is promoted and extremely positive partnerships have been established with parents and others involved in children's care and education. The childminder maintains a two-way flow of information, both written and verbal, with other providers involved in children's care; for example, she attended a partnership meeting with staff from a nursery the children also attend and she is hosting an evening in her own home for staff so they can view her childminding setting. Parents have access to a range of very detailed information about the childminder's practice and regular newsletters from the childminder keep them up to date with the service and activities she provides. Parents are effusive in their praise of the childminder who they confirm 'offers an excellent range of outings and activities' and they find the communication they receive about their child's development is 'excellent'.

An extensively detailed written self-evaluation of all areas of her practice has been completed by the childminder. She is highly dedicated to providing children with a fun childhood in a relaxing and secure home setting. She continually reflects on her practice and how it can be further developed to improve outcomes for all children in her care. For example, she recognises that her outdoor area can be improved as a play and learning area for children. The childminder takes responsibility for her own professional development and regularly attends training courses to reinforce and improve her knowledge of early years care and education.

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

Children's behaviour is excellent and they readily go to the childminder for cuddles showing they feel safe and secure in her care. They are very happy and their emotional well-being is sensitively supported by the childminder. Children respond positively to the childminder's kind, caring manner and squeal with delight as she playfully tickles them as they sit on her lap. They develop in self-esteem as the childminder praises and encourages their efforts. Children have excellent opportunities to develop their future skills accessing a variety of worthwhile activities and experiences. Children help take responsibility for themselves and their environment as they help tidy up and lay the table, as appropriate to their age and stage of development. A low level coat stand means they can be independent in hanging their coats up and individual name labels help develop their sense of belonging within the home environment. The childminder values children's comments and displays meal time rules, which the children helped draw up with the childminder. Children have excellent opportunities to develop a sound understanding of a healthy lifestyle while in the childminder's care. They wash their hands before eating and have individual towels to dry their hands. The childminder maintains her home to a high standard of cleanliness and has a range of detailed policies to support her practice in keeping children healthy. Children have free access to their drink and enjoy healthy snacks, such as cheese and grapes. They have daily opportunities for exercise and move confidently and freely between rooms playing with a variety of different toys.

Children are well supervised as they play to ensure their safety. They develop an understanding of how to keep themselves safe as they take part in regular practises of the childminder's emergency evacuation plan. They receive an exceptionally high level of care from the childminder who has their interests at heart. The childminder has an excellent understanding of children's development needs and maintains meticulous learning journey records for all children in her care. Children's development is tracked in all areas and their next steps in learning planned. Children are totally at ease in the familiar surroundings of the childminder's home and merrily sing away to themselves as they engage in purposeful play. They independently use chalks as they stand to mark make on the chalkboard and sit at the table to freely draw and colour with crayons. They show good hand-eye coordination as they stack beakers and place them one inside the other. The childminder sits and plays with children at their level to help extend play and to support children in achieving. Children play with a post box and the childminder encourages them to post the plastic letter cards through. She names the pictures on the cards, for example a cat, to help develop children's vocabulary skills. Children with dual languages are very well supported as the childminder has key words in their additional language and she reinforces the names of objects in both languages known to children.

Children have access to a range of worthwhile learning activities both inside and outside the home. They learn about the natural world through planting and growing produce in the childminder's garden and have been pond dipping at the local nature reserve and to local stables to see the horses. They have been able to

learn about diversity through activities celebrating festivals, such as Diwali and the Chinese New Year. They have visited a local Chinese restaurant and have learnt about guide dogs from a handler who visited the childminder's with a guide dog.

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