

Inspection report for early years provision

Unique reference number	125591
Inspection date	08/03/2011
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.

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Description of the childminding

The childminder registered in 1999. She lives with her husband and two adult sons in a detached bungalow which is situated in a residential area of Seaview on the Isle of Wight. The whole of the premise is registered for childminding and there is a fully secure garden for outdoor play. The childminder keeps four dogs and birds as pets. The premises are in close proximity to schools, shops, parks, woods and beaches.

When working alone 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. When working with her assistants she is registered to provide care for a maximum of nine children; of these all may be in the early years age range. Currently the childminder has 18 children on roll; of these, 10 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 6pm all year round.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Outcomes for children are consistently very good and they are supported to make excellent progress in their learning and development. Through the highly effective systems in place for partnership working all children's individual care, learning and development needs are exceptionally well met. The organisation of the provision is exemplary ensuring that it runs smoothly. The childminder is continuously looking at ways in which she can enhance her provision and through the work she has had carried out on the premises children now have their own designated playroom.

What steps need to be taken to improve provision further?

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

- highlighting the next steps children have achieved in their records of progress so it is clear to see the aspect of learning they are currently working towards achieving.

The effectiveness of leadership and management of the early years provision

Children's well-being and safety is given a high priority. The very clear understanding the childminder and her assistants have of child protection issues ensure that a child at risk would be identified and protected promptly. All adults living and working at the premises have had their suitability to be around children verified by Ofsted. All documentation required to underpin the safe management of the setting and to ensure children are cared for in accordance with their individual needs and parents' wishes is maintained to a high standard. A highly effective risk assessment programme implemented ensures all children are kept safe and secure at all times both indoors and outdoors. Constant vigilance and supervision adds to children's safety and everyday routines help children to learn how to keep themselves safe.

The environment is particularly well planned in order to meet children's needs. Children are able to make good use of indoor and outdoor space with ease and have ready access to equipment and resources. They have room to move around freely and rest undisturbed if they wish. Children have their own designated outdoor play area. This is well equipped with a range of equipment and provides opportunities for children to build on their physical development. Plans for the future are well targeted to further enhance the experiences children have outdoors. These include providing a raised growing bed so children have the opportunity to grow a wider range of plants.

The childminder has high aspirations for her provision. She seeks the views of parents and through self-evaluation she is able to ensure all children are consistently provided with high quality care and education. She uses her very good knowledge of child development well to maximise outcomes for children. In response to a recommendation raised at the last inspection the childminder now has documentation in place for recording complaints should she receive any.

Partnership working is firmly embedded in the childminder's practice. She has regular liaison with parents, pre-schools and agencies who are involved with some of the children. The highly effective methods used for sharing information means she is very well informed and able to plan particularly well for each individual child. Thus ensuring their care, learning and development is continuously supported. Parents are able to view their children's learning journeys at any time. Overall these are well written, however, they do not clearly show the actual next steps children are working to. Parents express exceptionally high levels of satisfaction with regards to the care and education their children are provided. They comment on how the childminder treats all children equally, that she is fully aware of their children's development needs and that the input of her and her assistants ensures each child is supported to reach their full potential. New children are supported to settle quickly and parents comment that through the pre-visits they are able to make to the setting their fears of leaving their children with strangers are allayed.

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 and her assistants. Well established routines help children feel confident and secure. Babies enjoy having cuddles when they are tired and happily take their bottle feeds while being cradled in the arms of an assistant. They explore the surroundings and dance to the music they create when they press buttons on programmable toys. Babies smile and giggle when they make eye contact with others and show an interest in what is going on around them and what their peers are doing.

Children's communication, language and literacy skills are developing well. They see a wealth of print in the environment; resources and displays are labelled with pictures and the written word. Children are encouraged to read simple words and correctly sound out the initial letters of them. After a trip to the cinema they go to a café where they tell the assistant at the counter what it is they have chosen from the menu. Children are also becoming aware that information can be sought from computers and are beginning to learn basic skills on how they can operate such equipment themselves.

The childminder and her assistants act as positive role models. This ensures children are polite and they develop respect for one another. Through the playing of a wide range of games children are beginning to recognise colours, numbers and shapes. They are also learning how to share, take turns and follow simple instructions. They are developing an understanding of how to keep themselves safe while on outings and regularly practise the procedures for exiting the premises in an emergency.

Children are encouraged to lead a healthy lifestyle and spend most of their time outdoors. They enjoy an abundance of excellent outings and walks that support their learning and development in all areas. While at the beach children learn how to balance as they walk along a low turret wall, they count the boats they see on the water and the shells they collect, which they use later for a craft activity. Through their visits to a castle and Victorian house children are becoming aware of the history attached to the island they live on. Trips to adventure playgrounds provide opportunities for them to use a wide range of equipment such as swings, slides and roundabouts. During walks around the woods children learn about the changes that occur with the seasons and observe plants growing in the wild that they may not see elsewhere.

Children grow a wide range of vegetables in pots, most of which they grow from seed. They help with the care of them and once grown they harvest them to eat as a snack or part of their main meal. When children are learning about other countries they are encouraged to sample food they may not have tried before. Children thoroughly enjoy the nutritious range of snacks and meals provided. The childminder cooks the majority of meals from scratch using fresh ingredients some of which the children go the farm shop to purchase. At times children have the

opportunity to help with the preparation of meals and they make dumplings to go in a stew. Children enjoy eating outdoors in the fresh air and on outings they take a picnic with them. Through the guidance they receive and the modelling of good practice by the childminder and her assistants, children learn from an early age what constitutes good hygiene practice with regards to eating and after nappy changing.

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

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