

Inspection report for early years provision

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Inspection date	09/03/2011
Inspector	Lisa Cupples
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 was registered in 1996. She lives with her husband and two older children in the Whiteley area of Hampshire. All areas of the property are used for childminding and there is a fully enclosed garden available for outside play. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom, not more than three may be in the early years age range. She is currently minding two children in the early years age group and five older children on a part-time basis. When the childminder works with an assistant she may care for no more than eight children under eight years at any one time, of whom, not more than six may be in the early years age group. The childminder is also registered for overnight care. She drives and walks to local schools and pre-schools to take and collect children. The family has two cats, two rabbits and tropical fish.

The childminder is a member of the National Childminding Association. She is a member of an approved childminding network and is currently in receipt of funding for early education.

The childminder has an NVQ3 in Early Years Childcare and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children's individual needs are successfully met in the well organised, stimulating and supportive environment offered by the childminder. Extremely strong partnerships are developed with parents and contribute towards children being very confident and secure. Overall, children are making rapid progress towards the early learning goals. Continual improvement is ensured thorough effective monitoring and evaluation of all aspects of the provision and the ongoing professional development of the childminder.

What steps need to be taken to improve provision further?

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

- continuing to develop the garden area to further promote the children's outdoor play and learning experiences.

The effectiveness of leadership and management of the early years provision

All children's health, safety and welfare is thoroughly safeguarded because of the extremely effective policies and procedures which are implemented effectively by the childminder. The premises are extremely safe and secure. There are comprehensive emergency procedures and the childminder has a very secure understanding of child protection issues. She has attended child protection training and updates the training regularly. Excellent systems ensure the promotion of children's good health ensuring the childminder is fully aware of individual requirements. Robust recruitment and vetting procedures ensure all adults in the household are suitable. The childminder is vigilant and takes positive action to minimise the potential risks to children. For example, the water feature in the garden has been covered with an iron grid. All of the required documentation is in place and efficiently maintained. Full written risk assessments have been carried out covering all areas used by the children, inside the house, the garden and for outings. The childminder also checks the premises daily before the children arrive to ensure all areas are safe. All visitors are required to sign in and out of the premises to ensure an accurate record of everyone coming into contact with the children is maintained.

The childminder has made very good progress since the last inspection and has addressed the previous recommendation. As a result, the childminder has obtained written parental consent to seek emergency medical treatment or advice to prevent any potential delays to the children receiving medical attention in the event of an emergency. The childminder continually monitors and reviews all aspects of her provision and effectively identified her strengths and any areas for improvement. Consequently, the garden has been landscaped, making it more accessible and safe for the children. However, the outdoor play area is still being developed to ensure it fully promotes the children's learning and enhances their outdoor play experiences.

Children benefit greatly from the exceptionally strong partnerships with parents and other agencies. As a result, the children's individual needs are met at all times. Parents have access to their children's learning journeys and information about their next learning steps is shared regularly. This enables the parents to become fully involved in their children's learning and provides opportunities for them to further extend their children's learning at home. Parents are kept fully informed about their children's time at the setting through conversation and the use of detailed home link books. The childminder has extremely well established systems in place to support children's transition into school and she works closely with other early years providers to ensure children's care, play and learning is consistent.

All children have access to an extensive range of age and stage appropriate toys, resources and equipment. They also use a wide selection of multicultural resources to promote their understanding of diversity. Children see positive images around the setting and enjoy listening to stories and dressing up in cultural costumes. Children celebrate a range of festivals, taking part in art and craft activities and

enjoying food tasting sessions as they begin to develop an understanding of the world around them. All children are recognised as unique individuals and the childminder implements her well organised and meticulous policies and procedures effectively to successfully promote the children's development.

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

All children are exceptionally well supervised and supported and the childminder is extremely attentive and responsive to their individual needs. She sits on the floor and interacts fully with the children, engaging them in purposeful conversation and activities, all aimed at promoting the children's progress across the board. The childminder spends time observing the children and uses the information to identify their next learning steps. This enables her to plan and organise a vast array of activities and experiences covering all six areas of learning. Children's spoken language is developing extremely well and they confidently share their ideas and express themselves clearly. They have ample opportunities to practise their emergent writing skills for a variety of different purposes. Children count at every opportunity and recognise numerals. They are beginning to use one to one correspondence as they count developing their accuracy through practical activities. Children use their imaginations well with small world resources and cooperate well together during role play. All children are developing very strong relationships with the childminder and they are extremely confident and have high self-esteem. They enjoy the praise and recognition for their efforts from the childminder. Children often go to the childminder for a cuddle and snuggle up to her when listening to stories or just enjoying a quiet moment. Children laugh and giggle with the childminder as she participates fully in the extensive range of activities and available learning experiences. Children have access to a computer and everyday technology as they begin to develop an understanding of information and communication technology.

All children are beginning to learn about the importance of healthy eating and exercise through discussion, daily routines and the provision of nutritious snacks and meals. Children talk with the childminder about the types of food that are good for them. Their independence is promoting exceptionally well during snack time as the children wash and prepare and chop their own fruit. Children know how to handle the tools safely and the activity is well supervised. Children learn about good personal hygiene and they wash their hands with no encouragement at appropriate times. They talk about 'clean hands and happy tummy's'. Children have many opportunities to practise their physical skills as they confidently use the slide and ride wheeled toys around the garden. Children also benefit from the fresh air on outings and nature walks as they visit local parks and country parks.

All children behave exceptionally well during their time with the childminder because they are fully occupied and engaged in the stimulating and exciting range of activities. The childminder implements the clear rules and boundaries consistently. Consequently, the children know exactly what is expected of them and they are eager to please the childminder, earning the praise and

encouragement that is given so appropriately. Children are beginning to show consideration for others during their play. They share and take turns and respect others choices if they want to play alone or if they would like to join in an activity. Children are developing an extremely strong sense of right and wrong and the childminder is a positive role model, thanking the children when they help and giving clear explanations at the children's level of understanding if they display any unwanted behaviour at all.

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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