

Inspection report for early years provision

Unique reference number	112750
Inspection date	09/03/2011
Inspector	Christine Clint

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 two school aged children in a house in Whitehill, Bordon in Hampshire. The family home is within walking distance of local schools, parks and shops. Children play on the ground floor at all times and use the bathroom only on the first floor. They play in the sitting room and the open plan dining room, and they use the kitchen with the childminder. There is easy access to the secure rear garden. The family have a cat.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She can care for a maximum of six children at any one time, three children may be in the early years age range. The childminder is currently caring for six children and three are in the early years age range.

The childminder is a member of the Hampshire childminding network; she is an accredited member of The National Childminding Association and can provide funded educational places for children attending who are aged three and four years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder shows a very high level of competence in meeting all areas of the Early Years Foundation Stage. She has thoroughly planned all documentation and developed fully effective systems to ensure that children's individual care and learning needs are continually promoted. She has increased her own knowledge and awareness, and is beginning to develop records of self evaluation. The childminder has an excellent level of liaison with parents and other carers and records show how this shared information is used to effectively promote children's progress throughout every stage of their care. The childminder has a dedicated and committed attitude to encouraging children's learning through play and through widening their experiences.

What steps need to be taken to improve provision further?

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

- develop the systems of self-evaluation to reflect the planning and organisation of the provision

The effectiveness of leadership and management of the early years provision

The childminder shows a very clear commitment to promoting children's safety and welfare. She has attended advanced child protection training and developed written procedures to show how any concerns about children would be managed. The written complaints procedure is also thorough and informative; parents can record any details in the complaints or compliments book the childminder has provided. The childminder has developed a concise parent pack, with a wide range of policies and procedures, these fully explain the regulations and the need for all parental written permission to safeguard and promote children's well being. Children's safety is fully maintained throughout the home and garden because the childminder supervises continually and encourages children to learn through being with her and experiencing daily routines; she offers continual explanation. All fire safety equipment is soundly in place and the childminder gently introduces younger children to fire drill practise. There are very clear and well-described records of risk assessment for the home and for places that the childminder regularly visits with children, these show how children's safety is fully prioritized at all times and especially when children go swimming with the childminder; she is always accompanied and parents give their written permission. Accident and injury records are accurately completed and the childminder is meticulous in following the procedures for administering medication; she has up to date training in first aid and provides sound routines for maintaining hygiene and encouraging children to learn.

The childminder shows a professional attitude and a high level of dedication to organising her provision to meet children's needs; she has continued to improve since the last inspection and developed excellent systems to show how children's progress is monitored and shared with parents and other carers. She has also greatly improved choice for children by providing laminated pictures of play equipment, and this system is being gradually increased to enable children to see and choose resources for play. The childminder continues to attend appropriate and relevant training courses; she shows strong links in the community and with the childminding network, she has offered her childcare service for immediate short term care if needed. There are very effective systems in place to show that the childminder gains as much information as possible from parents before children attend, and this promotes children's security, settling and sense of belonging. The childminder is also actively using this information to promote children's individual learning and plan for their progress. She is beginning to include systems to show how she evaluates all areas of her provision for children

Children have a wide choice of play provision which is well stored in different areas of the home and this is why the childminder wishes to increase their opportunities to choose for themselves. However the childminder has a very clear knowledge of children's individual preferences and level of development, she is able to suggest continual activities to hold the interest of younger children and to encourage their developing skills; children are learning through very one-to-one opportunities with the childminder and their continual interaction. The childminder has strong experience of children with special needs and understands how to help children to

communicate and make choices, she has learned to use sign language and included words in children's own language when they have been learning English as an additional language. Children are encouraged to celebrate a variety of festivals and these include festivals from different cultures and religions. Children also have regular access to resources which reflect differences and in this way children are learning positive attitudes.

The childminder has a very high level of communication with parents; she has developed a tracking list which is used to ensure that all information is shared when parents first visit. She also provides them with full information about all the regulations and her procedures, she includes a parent pack and leaves space for parents to add copies of information that she provides, for example accident or medication records. If policies or procedures are updated the childminder ensures that parents have an up-to-date copy to add to their pack. She offers very dedicated care and ensures that parents know her commitment to continuity as she believes this supports and promotes children's welfare. Parents have completed questionnaires, several since the last inspection and these show that parents 'have the highest trust and confidence' in the childminder. They also say that her dedication is 'well beyond what we could reasonably expect of a childminder'. Parents have recorded very regular information in their children's development profiles and these comments show how extensively informed they are about children's progress and the next steps in development that the childminder is working towards. There are fully effective links with other carers because the childminder has included systems to ensure that information is shared and recorded, this increases the understanding of each child's needs and ensures that all adults have access to current events and important details in the child's life; this shared information significantly promotes children's self esteem and sense of belonging.

Children are delighted with the close attention they receive from the childminder because she provides continual attention and encouragement and children are thriving because they are fully interested and involved with different activities or daily routines. Younger children show advanced levels of progress across many areas of learning, for example, in recognizing and naming colours, they are also very aware of shapes and can identify and name these. Children show a high level of awareness in recognizing the letters of their own name and they confidently say the letter sound. They are keen and show concentration when trying to make marks and copy the letters in their name Children ask for scissors and show increasing competence in managing to cut materials, they have very regular opportunities for using different tools with the play dough and this develops their strength and capability, especially when manipulating play dough or preparing fruit at snack time. The childminder provides close supervision for younger children when using tools especially when cutting up bananas for snacks. The childminder offers continual explanation and praise and children understand why they cannot use a sharp knife to cut the apple and the childminder encourages them to watch as she does this. They are asking questions and learning about cleanliness and the importance of hygiene because they wash their hands thoroughly before handling the fruit and after putting all the rubbish in the bin, they talk with the childminder about rubbing hands clean and making lots of bubbles, they shake off the water and make sure their hands are dry.

Children are very relaxed and settled in the childminder's home, they laugh readily with her and ask her give them a ride in the chair across the kitchen floor. Children are encouraged to sit quietly with their snack and drink and the childminder sits with them to watch a short television programme, they talk about this together and then the television is turned off. They have books available and read a story looking at the pictures and talking about what happens in the story, children show contentment and happily follow these regular routines. They decide to find a puzzle and the childminder helps younger children to recognise and identify the pieces which follow the alphabet. Children are motivated and participate fully, they show patience and perseverance and the childminder gives them ample time to search. She recognises how well children know the letter sounds and can link these with the picture, children have cleverly learned how to find a colour or part of the picture to link with the next piece and the childminder has helped younger children to develop this skill.

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

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Children recognise when the postman comes and they help the childminder to sort out the post, they are keen to open any letters once the childminder gives them permission. This encourages them to learn about the wider world and the traditions of sending cards for birthdays. They are eager to paint and confidently say they want to make a pattern with the 'dabbing' paints, and they manage this well. Children talk about the colours and the patterns they make, and they show an awareness of recognizing different senses when they talk about the smell of the paint. Children are encouraged to help with putting items away and they learn about the paints drying up if they do not have the lids on.

Children often make dens and experience creating their own special or secret place; they create camps under camouflage nets in the garden, and this promotes children's imaginative play and establishes friendships and relationships. They play outside in different weather conditions and learn how they need to keep warm by wearing different clothes and being active. They have an ample variety of physical play opportunities regularly, they visit local parks and woods, they learn to play on mossy ground and use soft play climbing apparatus. Children learn to climb trees and ride bikes; the childminder includes a variety of challenge for children and believes they need to learn through practical experience. Children have regular swimming sessions, they play in paddling pools and outdoor slides and they enjoy walking in puddles and in muddy places. Children visit local museums and learn about military tanks and different vehicles. They take part in cooking activities and practise different ideas for craft making; including making Chinese lanterns and learning about caterpillars and flowers for a Spring collage. Children are helping the childminder to photograph the play equipment, they jointly decide which are the best photographs to add to the new picture resource for children. Children's experiences within the community encourage them to be sociable and they are learning to develop relationships with each other through the positive opportunities of mixing with children of different ages. The childminder fully encourages and develops children's skills for the future through her dedicated individual attention and through continually seeking out wider challenges and opportunities for learning.

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	2
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

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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