

Inspection report for early years provision

Unique reference number	113067
Inspection date	16/03/2011
Inspector	Loraine Wardlaw

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).

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.

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Description of the childminding

The childminder was registered in 1995. She lives with her husband and their two teenage children in Totton, Hampshire. The childminder lives within walking distance of local shops, schools and parks.

The whole of the home is registered for childminding and there is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of six children under eight years old, of whom three may be in the early years age group. The childminder is currently caring for four early years children part-time. The childminder is able to walk or drive to local schools and pre-schools. The childminder is a member of the National Childminding Association and on the Childminding network. She is an accredited childminder and runs a childminder drop in.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children receive warm, good care from a childminder who offers them a very safe, child-centred, home environment. There are some excellent aspects to the childminder's provision, but generally she facilitates children's good progress towards the early learning goals. The childminder understands and supports children's unique needs, has a very professional approach to her work and has extremely effective systems in place to work with parents and others. She constantly reflects on her practice to ensure outcomes for children are positive; she places a strong emphasis on continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop consistently effective Early Years Foundation Stage practice to ensure all children make significant gains in their learning particularly the older children in their personal, social, and emotional development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well at this setting. The childminder is highly confident and secure about child protection issues because she has completed courses such as advanced child protection and the Common Assessment Framework. Excellent policies underpin her practice. The childminder is very

vigilant with regards to safety matters and has completed detailed written risk assessments of the home, garden and of the many outings children attend with her. High visibility tabards are used by children when walking in the local community and excellent emergency systems are in place should a child become detached from the group when on an outing. The childminder has organised her indoor home environment to allow children choices of play space with a good range of age-appropriate resources, being available to them. An extremely inviting and comfortable book area has been set up in one corner of the small play room, which includes excellent story sacks made by the childminder. The garden environment is of high quality with many areas of learning being promoted outside such as sand play, an easel and trikes and wheeled toys, numbered with corresponding numbered parking spaces. Children access the garden whenever they wish, in all weathers.

The childminder builds an exceptional partnership with parents with many systems in place which contribute to this. For example, a very informative notice board tells parents of her 'next step' planning, has examples of children's work and information on how she is going to promote each area of learning. Colourful, professional newsletters are given to parents regularly and information is given to parents which give them precise ways to help their child develop. For example, a leaflet 'talking tips for children'. Parents write very positively of the childminder's service, of her honest communication and how their children benefit from being in her care. The childminder goes that extra mile to work with parents and other providers. She visits the children's pre-school to liaise with the key person of each child and observes the children at the setting giving feedback to staff and parents on how their needs can be better addressed. The childminder respects the different racial origins, religions, cultures and languages of our multi-ethnic society; she ensures each child is valued as a unique individual and will work with parents to embrace every child's specific background.

The childminder is passionate about her work and is keen to drive improvement even further. She is ambitious and is pro-active in implementing her own personal development. The childminder holds a level three early years qualification and has accessed many courses since her last inspection to update her knowledge. For example, she benefitted from learning about children's 'schemas'. The childminder is continually self-evaluating and includes the parents and the children in her evaluations. She identifies points for improvement and is pro-active in putting them into place.

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

Two-year-old children are happy and relaxed in the care of the childminder who meets their individual needs well and encourages their curiosity and learning. The childminder sits on the floor with them and plays with them; they have fun together pushing the large transporter toy into the hall. Young children then push the coloured cars along the length of the hall, repeatedly with enjoyment and babbling vocalisations. The childminder talks to the children to re-enforce good

language skills. Young children build a warm and secure relationship with the childminder because she is in tune with their needs and relates to them well. The childminder promotes their language development purposefully and their problem solving reasoning and numeracy skills too by responding to their vocalizations and role modelling effective practice. For example, Two-year-old children walk into the playroom with the childminder and select a story sack hanging on the hook. They open it with interest and take out the five coloured ducks, making contented and excited vocalisations. Together they sit and look at the books and when the childminder sings the song from the book children actively and happily hold up the ducks. The childminder role models counting which children try and imitate. Younger children are developing a keen interest in books.

Children with possible developmental delay are highlighted to parents who swiftly take action with professional intervention. Points to address the delay are readily taken on board by the childminder and parents. A good observational assessment system captures the childminder's knowledge of the children's capabilities and their next learning steps that she has planned. However, her knowledge of Early Years Foundation Stage development matters and effective practice, although generally good is not yet exemplary. For example, three-year-old children are not demonstrating they are making significant gains in their learning. Particularly in aspects of their personal, social and emotional development such as being confident learners, turn taking and working harmoniously with others. This is evident during interesting activities such as exploring small animals and using different sized spoons in cous cous.

Children's good health is promoted highly and successfully by the childminder. They are developing an excellent awareness of healthy eating by several systems that are in place. For example, the childminder gives parents ideas about providing healthy snacks and she encourages children to replace an unhealthy snack option for fruit. Children are learning about where food comes from their very own vegetable plot in the garden. They grow carrots, lettuces and raspberries, which are eaten and also develops their knowledge and understanding of the world. Very good use is made of her garden to ensure children gain fresh air daily and have regular exercise. Children show a strong sense of security and feel safe within the setting. Two-year-old children use a range of tools and equipment in the home with good support from the childminder. For example, they cut up their banana at snack time using a child-safety knife. They are taught the boundaries of behaviour by clear guidance from the childminder. Children play with resources with promotes diversity such as books, dolls and puzzles. The childminder plans activities for children to raise their awareness of other cultures which are inspired by the children themselves. For example, when older children visited Italy they do a topic on it. This involved several planned, creative activities with all age groups of children participating.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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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