

## Inspection report for early years provision

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<b>Unique reference number</b>	EY370540
<b>Inspection date</b>	22/03/2011
<b>Inspector</b>	Heidi Abernethy

<b>Type of setting</b>	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 was first registered in 2008. She was previously registered from 2005 to 2007 and reregistered in 2008. She lives with her husband and their child aged seven. They live in a house in the Lee-on-the-Solent area of Hampshire. The premises are easily accessible and the ground floor is used for childminding. Sleep facilities are upstairs and toilet facilities are downstairs. There is a fully enclosed garden for outside play and the family have a pet cat.

The childminder is registered to care for a maximum of five children under eight years. Of these, three may be in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for five children in the early years age group on a part time basis.

The childminder is a member of the National Childminding Association and she attends the local parent/toddler group.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The provision is outstanding. The childminder's high levels of commitment and dedication ensure children receive exceptionally good quality care and learning experiences. The childminding provision is a fully inclusive setting where all children are acknowledged and fully supported to enable them to reach their full potential. Highly effective partnerships between parents and other agencies ensure children's individual needs are exceptionally well met and their protection is assured. The childminder has high aspirations for quality through ongoing improvement and excellent self-evaluation reflects her ability to rigorously monitor and assess what she does well and what needs to improve.

## **What steps need to be taken to improve provision further?**

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

- enhance systems to liaise with other providers delivering the Early Years Foundation Stage for children to ensure progression and continuity of learning and care.

## **The effectiveness of leadership and management of the early years provision**

The childminder has an extremely comprehensive awareness of safeguarding issues and procedures and attends regular training to ensure she is very well knowledgeable about how to safeguard the children within her care. Highly robust policies and procedures are implemented and effectively shared with parents to ensure they are extremely well informed. Effective risk assessments are used to ensure children are safe whilst in the childminder's home, garden and when out and about in the community. Children receive high quality care when they require medical attention because the childminder is highly knowledgeable about procedures to follow in the event of an emergency. The childminder is extremely proactive and forward thinking and she is currently seeking a place on a paediatric first aid course to ensure she obtains an up-to-date qualification before her current one expires.

The childminder provides a fully inclusive setting where all children are wholly included and their personal abilities and interests are acknowledged and valued. The childminder communicates very sensitively and effectively with children and parents including those for whom English is not their first language. The childminder is keen to gather significant words for young babies in their home language to both help the children feel secure in a language they recognise and to also create a strong foundation with which to support the development of English. The childminder has an extensive range of resources depicting diversity in society such as puzzles, books, posters and dressing-up clothes. Children love to decorate flags during the world cup and the childminder skilfully extends their learning by providing them with opportunities to link the flags to the different countries on the large and visual world map.

The learning environment, indoors and outdoors, is fully inclusive, accessible, safe and extremely well adapted to meet the individual needs of the children. Children are extremely comfortable and content within the childminder's home. They love to freely move about the very well organised designated play room and are able to independently select resources which are extremely accessible and highly welcoming to them. The childminder effectively uses links within the community such as borrowing additional resources from the toy library for the children to explore. The childminder effectively seeks and puts into place the views of parents and children such as asking them how they would like the resources in the new, designated play room to be organised. This ensures parents feel highly involved and children feel both a great sense of belonging and responsibility about making their own decisions on the environment where they are cared for.

The childminder is highly passionate about her provision and the children within her care. She shows clear ambition and drive and is extremely dedicated to ongoing improvements within the service she provides. The childminder has very successfully addressed all her past recommendations and was highly proactive in addressing these to improve the outcomes for the children in her care. Processes for managing her own professional development are used exceptionally well.

The childminder has well-established channels of communications between partnerships involved with individual children. For example she shows an excellent understanding of how to work alongside parents and medical professionals to highly effectively meet the individual needs of the children. The childminder has methods to obtain information about what the children have generally been doing at other early years settings although these are not yet fully enhanced to ensure information about children's individual progression and development is fully shared.

Partnerships with parents and carers are exemplary and the childminder has achieved a highly positive relationship with all parents. Parents are heavily involved in decision-making on key matters such as contributing their own comments into their children's records and offering views about how to adapt and change the environment. Parents are very well informed of their children's achievements, well-being and development and are able to see and contribute to their children's learning journeys on a regular basis.

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

Children thrive within the childminder's highly stimulating and welcoming environment both inside and outside. The childminder has an extremely secure knowledge of the children's interests and progress and each child is wholly respected as an individual. The exceptional organisation of the environment and resources ensure children receive rich and varied experiences which meet their individual needs. Assessment is achieved through high quality observations and the information sought is used extremely well to identify children's individual next steps in learning.

Children have an extensive range of opportunities to develop their numeracy skills. They count vehicles, shapes and colours incidentally throughout their day such as on walks to and from school and when climbing the stairs to the childminder's sleep room. Children are supported very well by the childminder as they use their problem solving skills to work out how to match the visual pairs of the matching cards.

Children are able to independently select books from the low level book case and are able to relax and snuggle comfortably into the large, comfy sofa in the play room. Their learning of letter sounds is skilfully extended by the childminder who asks open questions about the letter sounds. Younger children are given additional support when identifying the sounds as they are able to use the visual picture of an object starting with each specific letter sound. Children are rewarded with huge amounts of praise for their achievements which in turn boosts their self esteem and confidence.

Children have immense enjoyment as they engage in sticking and gluing activities. They all feel wholly involved and included as they all sit together around the low level, child-sized table. The childminder organises the resources very effectively to

enable the children to freely choose which resources they would like to use and how they would like to use them. Children show a great interest in the threading activities and the childminder skilfully extends this for the older children by providing them with a sewing book. This offers them further challenge and an appropriate learning experience for their level of development.

Children learn about their local community through regular outings to places of interest and have opportunities to interact with their peers at local play groups. They learn about the wider world and other cultures through planned activities and a variety of resources. Children love to become involved with activities taking place in their local community and make paper chains as part of the 'Red Nose Day' celebrations. They learn about why these events take place and about children in other countries who do not have the same kind of lifestyle as them.

Children show a strong sense of security within the childminder's home. They display an excellent awareness of safety issues and recognise and understand how to keep themselves safe. For example, children demonstrate an excellent understanding of the importance of tidying away their toys when they have finished to ensure they do not trip over them and hurt themselves. The childminder supports children's learning very well as she gently reminds them why safety rules are in place such as why it is important to hold onto the hand rail as they climb the steps into the tree house. Children are extremely confident in communicating their thoughts and inform the inspector what they need to do when they cross the road on the walk to school.

Children show an exceptional understanding of the importance of following good hygiene routines. Young children inform the inspector 'we wipe our noses to make it clean and then put the tissue in the bin'. Children are supported exceptionally well with their learning through wonderful visual step-by-step guidelines created by the childminder. Children show an excellent understanding of healthy eating and thoroughly enjoy a snack of a variety of fruit. They have a wonderful time selecting seeds at local garden centres and are actively involved in the process of planting and learning to care for the seeds within the childminder's garden. Children love to watch the seeds turn into fruit and vegetables and have a fantastic time as they pick and taste the end product. Children excitedly giggle together as they dance and move their bodies to familiar music such as 'Boogie Mites'. The childminder skilfully extends their learning as she talks to them about why their bodies are hot and the importance of drinking water after exercise.

Children's behaviour is exemplary and the children show high levels of respect for each other and for the environment. For example, they demonstrate excellent sharing skills and respect for their peers as they tell each other whose turn it is next to 'play the game'. Children show high levels of respect for the animals within the environment, showing a very clear understanding of being gentle towards the cat. Excellent visual pictures of the ground rules are displayed around the environment at child height ensuring children have a constant, visual reminder. The childminder has a selection of 'empathy dolls' which she often uses as a tool to talk to the children about their feelings in a safe and friendly way.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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