

Inspection report for early years provision

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Inspection date 09/05/2011
Inspector Michele Beasley

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 has been registered since 1985. The childminder lives with her husband in a house in the village of Liphook, Hampshire. The home is within very close proximity to schools and pre-school, and within walking distance to the library, parks and shops. Children have access to all areas of the home and use of a fully secure garden for outdoor play. The family do not have pets.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is registered to provide care for a maximum of six children at any one time, no more than three of which may be in the early years age range. She currently has two children on role who are in the early years age range. The childminder is accredited, part of a childminding network and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this setting as the childminder is exemplary in meeting the needs of the children in the Early Years Foundation Stage through her work practice. She recognises the uniqueness of all children, ensuring their individual requirements are very well met. Through discussion and use of a wide range of resources the childminder ensures an inclusive environment is provided for all children. Through the consultation she has with parents and her ability to self-evaluate her provision she demonstrates an excellent capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop systems of self-evaluation within the setting to identify and maintain continuous improvement

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded exceptionally well because the childminder has an extremely secure knowledge of how to recognise, record and report any concerns. She is extremely well informed with current legislation and guidance and has rigorous and effective systems, policies and procedures in place to ensure children are safe and protected.

The childminder is very passionate and dedicated with her role as a childminder and demonstrates an extremely professional approach to her work with the children and their families. She is highly reflective and has an exceptionally high aspiration to provide excellent childcare. The childminder is extremely dedicated to continually improving and enhancing her expertise and knowledge by attending very regular training to obtain further experience and knowledge about how children develop.

The childminder has dedicated a play room for the minded children and has very effectively organised the toys and resources at the children's height. She provides children with an extensive range of resources across the areas of learning which are accessible at all times. She is highly skilful in promoting equality and diversity through very effective use of resources, reference books and internet media for children to research about different cultures and countries.

Children gain significantly from the excellent partnerships between the parents and the childminder. There is an exceptionally good shared knowledge and understanding about the children's individual needs, backgrounds and families which ensures the children's welfare and learning needs are very well met. The childminder very regularly shares the information she records about the children's learning and development with the parents and parents are able to take this information home each day in a daily diary. Parents also have extensive opportunities to share their views about their child's individual welfare, learning and development both verbally and through written information which the childminder feeds into the children's individual records. The childminder has established very strong links with other early years providers and health professionals to ensure a collaborative approach to children's welfare, learning and development is achieved.

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

The childminder shows an exceptional knowledge and understanding of the children's interests, achievements and next steps in learning. This ensures children are valued and respected as unique individuals. Children thrive within the extremely well organised environment where children engage with activities and explore resources which meet their individual needs. The childminder conducts very detailed observations and evaluates and monitors both spontaneous and planned activities in order to reflect upon and plan future learning experiences.

The childminder is highly skilful in developing children's learning. For example, on a recent walk the childminder and a child noticed a nest with a baby bird in it. Both observed the nest and on return to the childminders home they discussed their find and made a collage picture of the nest using craft materials and feathers to depict their discovery that morning. This creates a wonderful learning experience for the children as they are able to recall in telling the story behind their picture.

Children demonstrate high levels of curiosity and have a wonderful time as they

use resources to group primary colours and sequence. They use coloured keys to open corresponding doors of a toy pagoda to discover animals inside and concentrate in threading different shapes with laces. The childminder interacts closely, supporting the children by asking open questions about how many holes the threading shapes have and the names and colours of the keys and posting shapes. She uses her exceptional skills to extend the learning further as she encourages the children to count on a familiar number line.

Children demonstrate a clear sense of belonging in the environment and are able to see photographs of themselves and their friends displayed in the kitchen. Outside play is a regular and familiar activity for the children which they enjoy immensely. They have great fun in the garden as they explore materials such as sand and problem solve by using a large tube positioned on a chair to roll balls down. Use of the garden and visits within the local community to feed ducks and play in the park ensures that children develop positive attitudes towards fresh air and exercise.

Children's understanding of healthy food is very effectively promoted by the childminder who talks to the children about the healthy benefits of the food they have cooked for them in the home. Photographs show children having a wonderful time using a food processor to mix together weighed out ingredients. Children use a microwave to melt chocolate to cover apples and then add sprinkles. The childminder grows fruit, herbs and vegetables with the children who are involved with the whole process from watering the crops, to picking and eating the end product. This provides children with an excellent understanding about how fruit and vegetables grow.

Children are provided with an extensive range of opportunities to learn how to keep themselves safe and the childminder gives them very clear explanations as to why safety rules and boundaries are in place. For example, children are reminded to be careful when using scissors and knives to cut up collage materials and whilst spreading butter onto toast. Children take on responsibilities within the childminder's home such as putting toothpaste on to their toothbrush to brush their teeth after meals and using their flannels to wash their face. This equips children with early independence skills to promote their health and welfare from a young age.

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

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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