

## Inspection report for early years provision

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<b>Unique reference number</b>	151076
<b>Inspection date</b>	10/06/2011
<b>Inspector</b>	Jo Scott

<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 registered in 2001. She lives with her three children aged between seven and 17 years in a house in Farnborough, Hampshire. Children use the whole ground floor of the house and a child's bedroom upstairs for rest. A secure rear garden is available for outdoor play. The childminder has a dog.

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 range. There are currently nine children on roll, four are pre-school age and the others are older; some children attend very occasionally. The childminder offers care to children from birth to teens. She supports children with English as an additional language. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from local schools and pre-schools.

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

Overall the quality of the provision is outstanding.

The excellent flow of information between the childminder and parents results in individual needs being met exceptionally well. Broadly, other professional partnerships are highly effective and promote children's welfare and learning needs. The childminder uses self-evaluation very effectively to ensure she identifies her main strengths and areas for ongoing development.

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

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

- enhancing the opportunities to work in partnership with other settings involved in delivering the Early Years Foundation Stage to children on roll, to promote skills consistently for those demonstrating they are ready for more challenge.

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

The childminder is enthusiastic and motivated to ensure she provides a quality service that benefits children. She has extended her skills through formal methods such as attending training workshops and informally through ongoing discussion and reviewing her practice with other providers. She has updated her knowledge on safeguarding by attending training on a regular basis. She demonstrates an excellent understanding of her role and responsibilities. Reporting procedures are

clear and shared with parents. The childminder has an excellent understanding of completing ongoing risk assessments for her premises and outings, ensuring that potential hazards are identified and minimised.

The childminder has reviewed the way she stores resources and makes them accessible to children for independent access; this has been exceptionally beneficial in the garden. Children benefit from an excellent range of toys and activities, which interest and stimulate them and they learn through play. She ensures that children's home experiences are reflected in her setting; for example, she helps children gain an understanding of each others spoken language. This helps promote positive attitudes towards equality and diversity.

The childminder's excellent use of self-evaluation has been particularly beneficial in delivering learning and development. The childminder keeps comprehensive records about children's achievements. Every term she provides a clear summary of progress across the areas of learning; she seeks parents views and both parties set targets for next steps in the weeks ahead. Records demonstrate that children make very good and sometimes excellent progress.

Links with others involved in young children's lives are already highly effective and exceptionally beneficial; for example, the childminder has ongoing discussions with other settings and uses a link book to share written communication to support children's needs. The childminder is in the process of extending systems already in use to ensure that children are sufficiently and consistently challenged in their learning. The excellent use of observation and assessment is used to influence planning, so that each child is supported to progress.

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

The children demonstrate excellent levels of confidence and a real sense of belonging. They are keen to take part in routines; for example, having a towel to dry the ride on toys in the garden as they enthusiastically prepare to play outside. They enjoy an exceptionally warm and caring relationship with the childminder and are very affectionate towards each other. The children's behaviour is exemplary and the childminder really supports them to share and be considerate of each other. The childminder is skilled at sharing her attention and time amongst the children. Many activities are completed together but she makes sure each child has a special one to one opportunity for a favourite story or game. This helps children to feel valued.

Children are meaningfully engaged and interested in learning through the wide and varied play experiences available to them. They make cards and paint glass as presents for Father's Day, they play with sand and water and mark make outside. The children are very interested in monitoring tadpoles development and recall their pond dipping trip to collect frog spawn. They talk confidently about life cycles, demonstrating a real understanding of the natural world. Children are learning about three dimensional shapes and enjoy playing imaginatively with empty boxes.

The childminder really helps children to gain independence skills in preparation for transition to school. Children gain excellent skills for the future; the childminder promotes mark making, letters, sounds and counting throughout play and daily routines.

Children demonstrate an excellent understanding of why good practice protects their health. Young children remind each other to cover their mouths when coughing and wash their hands at key times. This is particularly evident when children come in from the garden, when they talk about germs being too small to see with their eyes and washing them away. They are confident in making healthy choices at snack time. The childminder provides them with an extensive choice of fruit to select from and discussions help children understand why good choices benefit their good health. Children make excellent progress in relation to learning about safety; the childminder assesses their understanding to ensure their skills progress alongside other aspects of learning. For example, children learn about acceptable boundaries and behaviours that protect them. They are skilled at evacuation and road safety, and understand why they must remain close to the childminder when on trips.

## 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