

Inspection report for early years provision

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Inspection date	05/08/2011
Inspector	Hazel Farrant
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 was registered in 2001. She lives with her husband and two teenage children in a residential area of Fleet in Hampshire. Most of the property is used for childminding and there is an enclosed garden for outside play. Access to the property is at street level. The childminder is registered to care for a maximum of six children, three of which may be in the early year's age range. She also registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently eight children on roll, all of which are in the early years age range. The home is within walking distance of local shops, parks, schools and other local amenities. They have a dog as a family pet. The childminder collects children from the local school and attends toddler groups. The childminder has a National Vocational Qualification at level 3 in childcare and education. The childminder is an accredited member of the National Childminding Association and treasurer of the local childminding association. She is a member of an approved network and is currently in receipt of early education funding. There are procedures in place to support children with special educational needs and/or disabilities as well as those who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is highly skilled in meeting children's individual needs. Children are extremely happy and settled in the homely, warm and child centred environment. She is highly motivated in her capacity to maintain continuous improvement. Rigorous monitoring systems are in place for self-evaluation, which pinpoints areas to develop and enhances all aspects of the provision in order to promote the very best outcomes for children. Overall, the systems in place provide children with excellent opportunities of independence.

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 systems to promote children's awareness of the range of toys and resources that are available to them to further promote choice and independence.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of safeguarding issues and she attends training regularly, so that she is kept up-to-date and has excellent knowledge of the procedures to follow. Comprehensive policies and procedures are implemented consistently to ensure children are safeguarded. Children's safety is prioritised and highly effective and detailed risk assessments are in place ensuring that all identified hazards, both in the home, garden and on outings, are minimised. All required documentation, which contributes to children's health, safety and well-being, is in place and regularly reviewed. The childminder holds a recognised childcare qualification and has attended an extensive range of additional training. She is also currently working towards a foundation degree, to further enhance her excellent practice. The childminder is part of an accredited childminding network and continually reflects on her practice, taking on board feedback from children, parents and her network coordinator. She is enthusiastic and works hard to provide a high quality service to children and their families. Parents have commented that they would like a website that would offer password protected access to the childminder's policies and documents. The childminder has already made contact with a web designer to facilitate this. The childminder has high aspirations and is passionate about continuing to make improvements. She has clearly identified the need to continue to attend regular training made available by the local authority and other sources to continually develop her knowledge and skills.

The childminder offers a fully inclusive service and welcomes all children into her care. The childminder provides a highly stimulating learning environment, which is conducive to inspiring young learners. Children thoroughly enjoy playing in this exciting and motivating environment where there is an abundance of quality toys and resources, which also promotes equality and diversity extremely well. This helps children to develop their understanding on the cultures and beliefs of others. Toy boxes are labelled with both words and pictures to encourage children's independence. Some toys are stored in an outside shed; however the childminder has not devised a system to promote children's awareness of the full extent of the resources and toys that are on offer to them. Parents comment how pleased they are to have such a wonderful childminder who provides 'outstanding' care to their children. Excellent relationships have been developed with parents and other providers. This enables the childminder to share a wide range of information with the parents keeping them informed of the service provided. For example, daily diaries are in place which keeps parents informed of their child's progress and activities they are involved in. She has highly effective links with key persons of other provisions where the children attend. This enables her to support and nurture children through transitions, and provide continuity of care and learning, which also includes multi-agency working. All children are fully included within the setting and the childminder has an exceptional knowledge of each child's individual needs and backgrounds.

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

Children clearly enjoy the time they spend with the childminder. The exciting range of activities provided covers all areas of learning very well, both inside the home and in the garden. This demonstrates the childminder's thorough understanding of the Early Years Foundation Stage learning and development requirements. The childminder's comprehensive understanding of children's individual needs, personalities and backgrounds ensures a challenging learning and development experience for all children. Highly effective systems are in place to observe and assess children's progress towards the early learning goals which are regularly shared with parents, keeping them informed at all times. The childminder has clear plans in place and activities are linked to children's interests and developmental needs.

Children have excellent opportunities to be active in their learning. For example, they grow a wide range of vegetables and herbs in the childminder's garden. This gives them the chance to learn about the food chain and planting, growing, gathering, preparing and using different foods. They also visit farms to see a variety of animals and take part in picking their own fruit and vegetables. Children use real produce in their role play area in the garden. They talk excitedly about the differences in size and colour, such as biggest and smallest and understand that some items weigh heavier than others. This helps to develop their understanding of number language. Children enjoy washing and hanging out to dry dolls clothes which they have washed in the water tray. Their enjoyment is further developed by making more bubbles in the water when the childminder introduces a small hand whisk which they excitedly talk about to one another. Children enjoy visits within the local community, for example they visit the common and forestry areas where they go on 'minibeast' hunts. The childminder continues to develop children's understanding within the setting and has created a wonderful discovery area in the garden for children to find and observe 'minibeasts' using reference materials and magnifying glasses. Children confidently talk about why some insects fly and others live in the ground, demonstrating their knowledge and understanding of the world around them. Children have access to a varied and interesting range of resources, activities and stories from around the world. Resources also include a range of dual language books to further support children who speak more than one language. All of these experiences promote children's future skills exceptionally well.

The childminder is a positive role model who speaks to children in a calm, gentle and respectful manner. She has a thorough understanding of appropriate behaviour management strategies and children are encouraged to share and take turns. For example, children negotiate with one another about who will be the shop keeper and who will be shopper during a role play activity. Children respond with enthusiasm to her praise and encouragement and their behaviour is excellent. Children demonstrate how happy and secure they are in the childminder's care as they readily approach her for assistance, reassurance or for a hug. Children's artwork and photographs are displayed, therefore promoting their sense of belonging effectively. The childminder's home is secure at all times, helping to

safeguard children exceedingly well. Children take part in regular fire drills, which increases their knowledge of safe practise and develops their understanding of dangers and how to stay safe very well. They have an excellent understanding of why some resources are not safe for the baby to play with and offer suitable alternatives such as a soft toy to cuddle. They have very good opportunities to be physically active, for example, they have regular access to the secure rear garden, take part in action songs and visit the local parks and play areas. Children show an exceptional understanding of the importance of following good personal hygiene routines. They confidently pre-empt daily routines and talk about why they need to wash their hands before meals 'to wash the germs off'.

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

The quality of the provision in the Early Years Foundation Stage	1
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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