

Inspection report for early years provision

Unique reference number	EY245001
Inspection date	12/09/2011
Inspector	Tracy Bartholomew

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 2003. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two children, both of whom are of school age. The family live in a three bedroom bungalow, situated in the village of Old Basing, near Basingstoke. The children have access to all areas of the home. There is a large, enclosed garden for outdoor play.

The childminder is registered to look after six children under the age of eight, of whom three may be in the early years age group. She is currently caring for six children overall, and of these, four children are within the early years age range. All children attend on a part time basis. The registration does include overnight care for one child aged under eight years. The childminder is a member of the National Childminding Association and is also a community network childminder.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this childminder's care, due to her experience and highly motivated attitude to promoting outcomes for children. All children attending this setting receive high quality care. Highly effective partnerships with parents and good partnerships with other settings enhance the provision competently. The childminder comprehensively reflects on her own practice. She is forward thinking and communicates ambition and drive, to maintain improvement highly effectively.

What steps need to be taken to improve provision further?

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

- support children's progress in their learning and development by further promoting partnerships with other providers delivering the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder ensures that safeguarding is given high priority throughout her daily practices. She has completed a wealth of training, which includes child protection. Parents are fully aware of her practices and have signed to acknowledge this. The childminder's home is child friendly and welcoming to all. The children can confidently explore the home safely, due to the thorough risk

assessments in place. These assessments are comprehensive and successfully cover all areas that children have access to. Assessments are also carried out for the variety of outings that children participate in. Clear, comprehensive policies and procedures reflect the childminder's practice. These are routinely shared with parents. Hygiene practice is exemplary, and healthy lifestyles for children are actively promoted to comprehensively support their health and well-being.

The childminder is dedicated to her role, and has high ambitions to improve and maintain her provision and promote high quality outcomes for children. She embraces her role to help others, and reflects on her own practice through working as an accredited childminder and being a support to other childminders. The childminder is meticulous in her organisation. She is forward thinking and ensures that all records and legally required documentation are very well organised for her high quality childminding business.

The childminder is versatile and uses her home confidently to promote learning. The children have a wealth of purposeful play equipment, and toys are wide ranging, which support children's learning and development very well. Children benefit from the abundance of resources, which promote learning opportunities throughout the day and cover ethnicity and diversity gainfully. The childminder is fully inclusive. She recognises the uniqueness of each child and ensures that all are well integrated and are thriving within their developmental status as much as they can.

The childminder successfully reflects on the effectiveness of her provision and is committed to continuous improvement. She reflects upon her practice and seeks feedback from the parents of children in her care. An excellent partnership with parents is very well established. Two-way communication is promoted and parents are continually kept up to date with the daily practices through daily verbal communication, one-to-one meetings, communication books and the parents' information board. Good quality links have been established with others involved in the children's care, although further development of these would enhance continuity, to identify needs and provide the best learning opportunities for children.

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

Children are confident, settled and extremely happy in the childminder's care. They are secure and form close bonds with the childminder and their peers. As a result, this enables them to develop the confidence to try things for themselves. For example, when figuring out how the letters connect and fit into the window displays. The childminder is very attentive to the needs of the children. She ensures she is hands-on and as a result, the children flourish within the activities and their chosen play. This successfully promotes their education and development within the six areas of learning. The childminder has a comprehensive awareness of each child's individual needs. She is very skilled at promoting their individualism, and values what children can do as well as promoting their own ideas. For

example, children add cars and vehicles to the paint to explore. This supports their interest while promoting their creativity and critical thinking, as they discover connections and patterns.

The childminder has created a stimulating environment for the children. They experience a wide range of activities, which will support them and help them to develop a positive sense of themselves and others. Their emotional well-being is challenged and promoted, which enables them to confidently build and maintain positive relationships. Children's knowledge and understanding of the world is supported impressively. Their play environment is adorned with positive images of different cultures, ethnicity, gender and disability. Resources, books and planned celebrations of festivals positively promote children's knowledge and understanding of the world. The childminder is exceptionally skilled at promoting every opportunity to engage children in discussions, in order to promote their speaking and listening skills and to enhance their levels of confidence and self-esteem.

Children's creative learning is very well promoted to show care and concern for living things. They plant seeds and plants and watch them grow, helping to water them. These are then used in cooking to aid children's understanding of the circle of life. Children's welfare is promoted extremely well. They enjoy regular fresh air and exercise in the childminder's very well-resourced garden and at local parks. Children eat well, enjoying a variety of healthy meals and snacks. Excellent procedures are followed to promote personal hygiene and safety. Children learn to keep themselves safe and mimic this in their play. For example, when playing with the road mat and animals, the children illustrate how the animals must wait for the cars to go past.

Children's behaviour is outstanding and they are aware of their own safety through regular practice of fire and evacuation routines. Children gain an excellent basic understanding of healthy lifestyles. They play in an extremely clean, secure and comfortable, homely environment. First-hand experiences help children understand the importance of good personal hygiene routines, such as washing their hands after visiting the toilet and having their nappy changed.

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	2
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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