

Inspection report for early years provision

Unique reference number	112737
Inspection date	11/10/2011
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.

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 was registered in 1992. She lives with her husband and two children in a house in Farnborough, Hampshire. The whole house is used for childminding. However, children under five play downstairs, unless sleeping in a travel cot upstairs. Access to the property is via one step and there is a large secure garden available. The childminder is registered to care for a maximum of six children, of which three may be in the early year's age range. She is also registered on both the voluntary and compulsory parts of the Childcare Register. There are currently 12 children on roll, five of which are in the early years age range. The childminder collects children from a variety of local schools. She attends local parent and toddler groups, and childminder meetings. The family has a pet rabbit. The childminder is a member of the National Childminding Association approved network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent understanding of how children learn. She uses this knowledge to provide highly effective learning opportunities for them. Children thrive in this inclusive environment because the childminder provides individual care. This actively supports their development and ensures they make excellent progress in their learning. Overall, most systems are in place to exchange relevant information with other provisions, when a child receives education and care in more than one setting. Continuous improvement is successfully secured by the childminder's high aspirations for providing quality care.

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 and documentation further in order to promote an effective two-way flow of information and knowledge with other providers of the Early Years Foundation Stage, to help support and extend children's developmental progress, learning experiences and current interests.

The effectiveness of leadership and management of the early years provision

The childminder makes safeguarding children her utmost priority. She attends safeguarding courses regularly in order to keep her knowledge up-to-date. She is fully aware of the indicators of possible abuse or neglect and her responsibility in

referring any concerns to the local safeguarding children's board. Children are further protected as the childminder ensures that parents inform her of any accidents their children may have whilst out of her care. She encourages the children to practise evacuating her home on a regular basis, keeping meticulous records of the evacuations. The conducting of highly comprehensive risk assessments successfully manages or eliminates risks. The childminder's confident and highly efficient use of opportunities significantly enhances children's experiences and outcomes. For example, on the day of inspection the childminder encouraged the young children to learn how to come down the stairs safely under her close supervision. This enables children to learn excellent independence skills and to gain confidence in new challenges. There are two playrooms where children are able to easily access an abundance of exciting and engaging quality toys and resources.

The childminder is a member of the National Childminding Association approved network. She meticulously reflects on her practice and acknowledges feedback and views from children, parents and her network coordinator. She consistently implements learning gained from numerous training events to evaluate and develop her practice. Since taking part in the Every Child a Talker (ECAT) campaign, the childminder has now set up a stimulating and inviting area for children to sit and enjoy a wonderful range of books. The childminder's steadfast commitment to equality and diversity means all children are fully involved in activities. For example, photographs help even the youngest of children to choose the resources they wish to use when they want to be creative.

The childminder fully recognises the essential role of parents in the successful education and development of their children. She proficiently ensures they have comprehensive information about their children's learning and development. Parents are provided with daily diaries and regular newsletters informing them of activities, planning and news. This is so that they are fully involved and kept up-to-date with all aspects of the provision. Parents are delighted with the service they receive. In letters to the childminder they comment on the genuine affection the childminder has for the children and the exciting activities they engage in. The childminder has a good understanding of the importance of the exchange of relevant information with other provisions, when a child receives education and care in more than one setting. However, the systems in place do not fully promote an effective two-way flow of information and knowledge with other providers, to support and extend children's developmental progress, learning experiences and current interests.

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

The childminder plans a highly stimulating learning environment for the children. Activities are firmly based on the children's current interests. This results in highly motivated, actively engaged children. Children's individual records show clearly how planning of activities follows logically from established learning. It demonstrates an excellent knowledge of child development and use of the Early

Years Foundation Stage. Highly skilful and effective interactions with children ensure an optimal balance of adult-led and child-initiated play. She understands children's need to fully explore toys independently before skilfully and sensitively extending their learning. For instance, children are engrossed whilst playing with the tray of dried rice set up on the lounge floor. The childminder sensitively shows children how to fill a plastic bottle with rice using a funnel and further extends their play with the introduction of a water wheel. Children's learning is significantly enhanced as they move from pouring the rice, to learning how to push the rice down to make the wheel work faster, thus developing excellent problem-solving skills.

The childminder balances the differing needs of children with great skill. Young children learn about technology. They develop their coordination skills as they hold and switch on and off a variety of torches in the 'dark den'. The children are developing very good language skills as the childminder skilfully engages them in conversation. The children delight in repeating the childminder's sounds in their independent play. They recognise the potential hazard of the play swing and wait for the childminder to place them safely in the seat. Children show delight as they run around the garden, popping the bubbles made by the bubble machine. They show excellent hand-eye coordination as they expertly pop only the largest of the bubbles they see. All of these experiences promote children's future skills exceptionally well. Warm, loving relationships with the childminder and between the children result in children displaying extremely high levels of confidence, self-esteem and excellent behaviour.

The childminder uses the information gained from her observations and from parents highly efficiently. This ensures children are fully at ease and extremely well cared for. For instance, she recognises when children need rest according to their regular routines and adapts her plans accordingly, to fully support their individual needs. Children show an excellent understanding of the importance of following good personal hygiene routines. They confidently pre-empt daily routines and know that they must wash their hands before eating. Dietary needs are met extremely well. Children have wonderful opportunities for growing their own fruit, which they then prepare and eat at snack time.

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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