

Inspection report for early years provision

Unique reference number	160554
Inspection date	20/10/2011
Inspector	Debbie Newbury
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 registered in 2001. She lives with her partner and two children aged 17 and nine in Farnborough in Hampshire, close to local schools, shops, parks and other community amenities. Children have access to the whole of the ground floor of the property. Bathroom facilities are provided in this area. Children sleep upstairs as necessary. There is a fully enclosed garden available for outside play. The family has three cats and keeps rabbits and guinea pigs.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight at any one time, of which not more than three may be in the early years age group. When working with an assistant, she is permitted to care for a maximum of six children, of which five may be in the early years age range. The registration includes overnight care for two children under eight years.

There are currently five children in the early years age group and three older children on roll. Days and times of children's attendance vary. The childminder takes children to local childminding and toddler groups, parks, cinemas, the woods and other places of interest, both locally and further afield.

The childminder has achieved an Early Years Foundation Degree. She is a network childminder and is part of the National Childminding Association's endorsed quality assurance scheme 'Children Come First'.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy and secure in a highly stimulating and nurturing environment. They benefit greatly from the childminder's commitment and drive to deliver an outstanding service and meet their individual welfare and learning and development needs. The childminder works very closely with parents so she has a clear understanding of their wishes and the individual needs of their children. Arrangements for working in partnership with other providers are good. The childminder demonstrates an excellent capacity to maintain 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:

- developing further the links with others providing the Early Years Foundation Stage to enhance the shared approach to children's care and learning and development.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is of the utmost importance to this childminder. She regularly updates her knowledge of safeguarding through training and is fully aware of her responsibility to refer any concerns she may have. She carries out comprehensive risk assessments to identify and minimise possible hazards inside and outside the home and for outings. These are reviewed on an ongoing basis to reflect changing circumstances and the ages and stages of development of the children present. The childminder's close attention to detail in ensuring safety and security of the home means that children are able to move around unhindered. As a result, they display a great deal of confidence in their surroundings. The childminder is highly organised and plans her home, time and resources with the needs of children in mind. Toys are laid out enticingly in the different rooms of the home used for childminding. Thus, there is something to excite and interest children wherever they look. The playroom has been revamped with the input of children, resulting in a colourful and inviting area with lots to look at and many easily accessible resources. Children delight in looking at pictures of their favourite film characters and making their own decisions about what they do. The childminder maintains all required documentation extremely well. Comprehensive written policies and procedures are regularly updated to reflect her constantly developing knowledge. These underpin the efficient management of her service and have a significant impact on all aspects of children's care.

The childminder has continued to build upon her already outstanding practice. She is extremely self-reflective and takes on board seriously the views of parents, children and other parties in her constant bid to drive improvement. She has a very clear idea of her strengths and most priorities for improvement and the benefits these will bring. The childminder is fully committed to her own continuous professional development and appreciates how extending her knowledge can help her to enhance still further the service she offers children and their families. Since her last inspection she has gained a foundation degree and has attended a variety of other training courses. She is in the process of becoming an Early Years Education (EYE) provider.

The childminder values the uniqueness of each child in her care. She treats everyone with equal concern and encourages them to be respectful and accepting of the needs of one another. Children's awareness of diversity and difference to help them learn to value different aspects of their own and other people's lives is very well supported. They have access to an excellent range of resources reflecting positive images and take part in well-planned activities relating to different festivals and celebrations. Children are introduced to disability as a normal part of everyday life. This is because the childminder takes them to visit members of her family who have disabilities.

The childminder works very closely with parents to ensure they have a full understanding of how she organises her service and the reasons why she does certain things. Parents are asked to complete 'all about me' forms about their children and the childminder visits the children at their own homes. Such measures help her to get to know children better, the outcome of which means she can better meet their individual needs. This exchange of information continues on a daily basis as parents and childminder spend time talking about children. Handovers are unhurried, enabling both parties to feel satisfied that they have been able to offer and receive any necessary information. Children's learning journeys are sent home every term, although parents can view these whenever they wish. Parents are encouraged to record any 'wow' moments that they note and these are included in the learning journey. This results in a fully shared approach to supporting children's learning.

The childminder has previous experience of working in close partnership with providers from other early years settings that children have attended to promote continuity of care and early education. This was achieved through discussions and the sharing of children's learning journeys. There are good systems evolving for partnership working in respect of those children currently in her care who also attend other settings although these are not yet as fully developed.

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

All outcomes for children are very positive. This is because the childminder is fully secure in her knowledge and understanding of the Early Years Foundation Stage and how to support children's learning and development. As a result, children have their individual needs met extremely well and they make as much progress as possible towards the early learning goals. The childminder is skilled at asking relevant questions which encourage children to think critically, problem solve and develop their understanding. This helps them become competent learners. For instance, children spend a long time exploring role play resources and announce to the childminder that they are shopping. They are encouraged to identify the different items they choose and to think about who eats them. The provision of a toy till enables children to extend their play further. Older children are encouraged to identify the different numerals on the till while younger children are invited to see if they can name colours. The childminder encourages children to try and pronounce words properly by breaking them down into syllables and she engages them in conversation, which fosters their spoken language skills. Children benefit from an excellent range of experiences that allow them to develop their social skills, build confidence in different environments and learn about their local community and the wider world. They enjoy shared activity sessions with other childminders and the children they care for, and visit country parks, farms, the cinema, theatre and the seaside.

The childminder's use of planning, observation, assessment is highly productive. Children's learning journeys are highly individual and include the childminder's written observations, lots of photographs, any 'wow' moments identified by parents

and also the children's own comments. Children are consulted about whether they wish to take their pictures home or put them in their special books. They enjoy looking at their learning journeys and happily recall outings they have been on as they look at photographs of themselves.

Children demonstrate that they feel safe and secure. They arrive happily and separate very easily from their parents. The childminder has devised an innovative way for children to self-register on their arrival. This also acts as a means of welcoming each child to her home. Children are treated with lots of affection, launching themselves at the childminder for a hug and cuddle when she holds her arms out to them. They receive plenty of praise and encouragement, which fosters their self-esteem and confidence extremely well. For instance, the childminder notices when children use new vocabulary and praises them warmly, showing a genuine pleasure in their achievements. Children are helped to understand the need to share and consider the feelings of others with the gentle intervention of the childminder.

Parents are asked to supply meals for young children while the childminder provides a variety of healthy, nutritious snacks. Each child has their own '5 a day' chart displayed in the kitchen, which is used to help them monitor how many fruit and vegetables they have each day and as an incentive to eat or try these food items. Children point out which is their chart and enjoy adding a sticker after snack time. They show secure understanding that eating healthily will help them get 'big and strong' and announce that they 'will get big muscles' as they lift their arms up and point to their biceps. Children benefit from outdoor play each day. They play in the garden, visit different parks or complete assault courses that the childminder designs to promote balance and confidence and encourage them to take risks and challenge themselves.

Children are gaining an exceptional awareness of their own health and safety as the childminder skilfully uses incidental opportunities that arise during their play to reinforce this. For instance, when children 'make her a cup of tea' she questions whether it is hot and if this means she needs to blow it. Children suggest they wash their hands at the sink in the play kitchen before they have snacks. The childminder explains that they cannot pretend and have to use 'proper water'. Children receive timely reminders to be careful as they are encouraged to think about why they need to walk when they are inside the house and the possible consequences of not doing this.

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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