

Inspection report for early years provision

Unique reference number	154348
Inspection date	07/11/2011
Inspector	Coral Hales

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 is a qualified practitioner and registered in 2001. She lives with her husband and two children aged 17 and 12 years old in Alton, Hampshire. Children have access to the ground floor of the house and use the bedrooms for sleeping. There is a fully enclosed section of the garden for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children, three of whom may be in the early years age group. She is currently caring for four children in the early year's age group. The childminder walks to local schools and pre-schools to take and collect children and attends local parent/toddler groups. The childminder is part of an accredited network, is an early years education provider and a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children enjoy excellent experiences with this very caring and experienced childminder due to her exceptionally high aspirations for quality. Children make excellent progress, given their age, ability and starting points. Very positive relationships with parents and other professionals are evident and enhance the care of the children. The childminder ensures each child's welfare, learning and development needs are met well ensuring no child is disadvantaged in any way. Ongoing self-evaluation reflects rigorous monitoring and analysis of her practice. She is extremely passionate about providing a provision which continually improves the outcomes for children and their families.

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 systems of self-evaluation

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded exceedingly well because the childminder has a secure knowledge of how to recognise, record and report any concerns. She is

extremely dedicated to ensuring children's safety is of utmost priority and has conducted detailed and comprehensive risk assessments of her home and all outings. The childminder is highly proactive and up-to-date with the latest legislation and guidance and demonstrates she is very well informed. The childminder has appropriate safety measures such as locks and fire prevention equipment to maintain children's safety.

Children are provided with a dedicated playroom where they are able to independently choose from an extensive range of high quality equipment and resources. These are used extremely well and provide excellent support to promote and extend learning. Children have the space to be active and develop their physical skills, whilst at the same time being able to relax in comfy cosy corners.

Parents are kept extremely well informed about the childminding provision and their child's well-being and learning. The childminder listens and responds to any suggestions made to further improve the outcomes for the children. She considers the individual needs of each child and family who use her service as part of her evaluation, so that her practice is wholly inclusive and effective. The childminder is committed to working in partnership with other providers and professionals and very effective communication systems are in place. This ensures continuity of care and learning for the children. The childminder provides an extensive range of written policies and procedures which provide an excellent framework for the provision. These are readily available to the parents and are well maintained and effectively promote equality and eliminate discrimination.

The childminder has an extremely professional approach to her role and demonstrates an outstanding commitment to her childminding. She is full of ideas of how she wants her provision to develop further and has a clear and ambitious vision for the future. The childminder has been successful in making and sustaining improvements. She embraces training opportunities, attends courses on a regular basis and talks with confidence about what she has learnt.

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

The childminder has an extremely good knowledge of the Early Years Foundation Stage framework and as a result children make excellent progress in their learning and development. She considers how activities should be planned to challenge and enrich children's personal learning activities. The childminder interacts with the children at all times and clearly has as much fun as they do. They respond really well to her enthusiasm which motivates their interest in learning.

Children achieve exceptionally well in this homely, well organised environment where learning opportunities fully meet their needs. They are extremely well settled and demonstrate a strong sense of security and belonging and show high

levels of confidence and self-esteem. Children are capable and confident to take on responsibilities and play a part in the setting and wider community and show good interaction and communicating skills. For example, they ask the childminder to help them with a puzzle. They sit together on the floor, count to eight and then compare the number to the amount of fingers they have and then count to ten with confidence. Whilst playing, the childminder skilfully extends learning by looking at the picture to see which piece is next. New vocabulary is effectively introduced, for example, children are asked to find a 'similar' piece and this word is explained in simple terms. Children ask 'is it my turn yet' and are encouraged to share and be aware of the needs of others around them. The children decide to move into the kitchen to play with the play dough. One child asks the childminder to make a half moon face, she responds to the request by pulling a funny face instead of making one in dough. The children laugh and attempt to make a funny face as well. They use a range of tools safely when putting dough into cake cases. They discuss that they like cakes to eat. At this point the childminder introduces the topic of healthy eating and they all decide a banana is better for you.

Younger children are very keen to interact and take part in the activities of the older ones. The childminder deals with this very well and multitasks by providing suitable resources to interest without interrupting the play of the others. Satisfied, the younger one moves away and pushes the dolly around in the pushchair and says 'baby' and is praised for her first attempts at language. They then return to watch, fascinated by what the others are doing and love to watch as others play. Children confidently follow their own interests and initiate imaginative play. For example, they make a den in the corner of the playroom and one takes a favourite and special balloon into the den.

Children are helped to appreciate differences in the people they know and in the wider world. For example the childminder regularly takes the children on many visits within the community, to the garden centre, to the park, farm parks and local forests and wooded areas. They are encouraged to take part in community activities and this year helped to make a scarecrow to enter into a competition. Observations are linked to photographs and children's next steps are well targeted.

Children are developing a suitable awareness of healthy living and begin to understand about different foods, for example, those that are good for them and those that are not. They learn about different fruit and vegetables as they plant and then harvest and eat items from the garden. Children's dietary needs are met in line with parental requirements as they provide the packed lunches.

Children are confident to move around the home and make their needs known to the childminder. Routine daily tasks help effectively promote suitable hygiene procedures. They show growing independence as they begin to manage their own toilet needs with the childminder on hand to offer sensitive support.

Children show that they feel safe and are confident to confide in the childminder, are chatty and able to communicate their feelings well. The childminder is mindful at all times about the safety of the children and gives gentle reminders when needed.

Children take part in activities that support their development of skills for the future. For example, they are able to request and collect resources and follow simple instructions well. They enjoy taking part in conversations with the childminder who shows lots of interest in what they say and do.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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