

Inspection report for early years provision

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Inspection date	11/11/2011
Inspector	Michele Beasley
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 has been registered since 2007. She lives with her husband and their three children who are school aged. They live in a house in Ash Vale, Aldershot in Hampshire. The property is close to local schools and amenities and there is a nature reserve nearby. The whole of the ground floor of the property is used for childminding with toilet facilities available on this floor. There is an enclosed garden available for outside play. The family has a dog.

The childminder is registered to provide care for a maximum of six children at any one time, no more than three which may be in the early years age range. She currently has five children on roll who attend full-time and part-time and are in the early years age range. The childminder is a qualified practitioner and is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress with their welfare, learning and development because the childminder is highly knowledgeable about the Early Years Foundation Stage framework. Children experience high quality care because the childminder continually evaluates and reflects upon her provision and practice to ensure it meets the needs of the children and their families. The childminder has a very clear vision for her childminding provision and is extremely successful in making and sustaining continuous improvements. Excellent partnerships with parents ensure they are wholly involved with their child's individual well-being and learning.

What steps need to be taken to improve provision further?

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

- provide opportunities for parents to make written comments about their child's progress to involve them fully in their child's learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded exceptionally well because the childminder has an extremely secure knowledge of how to recognise, record and report any concerns. She is extremely well informed with current legislation and guidance and

has rigorous and effective systems, policies and procedures in place to ensure children are safe and protected. Detailed records of risk assessments for the home and outings are in place. This ensures children are kept safe and free from harm as all hazards they may be exposed to are identified and acted upon. Regular practice of fire drills help children learn to take responsibilities for their own safety. These are recorded and evaluated.

The childminder is very passionate and dedicated with her role as a childminder and demonstrates an extremely professional approach to her work with the children and their families. She is highly reflective and has an exceptionally high aspiration to provide excellent childcare. All recommendations from her last inspection have been completed. The childminder is extremely dedicated to continually improving and enhancing her expertise and knowledge by attending very regular training to obtain further knowledge about how children develop. The childminder has also become a qualified practitioner since being registered.

The childminder has dedicated a play room for the minded children and has very effectively organised the toys and resources at the children's height. She provides children with an extensive range of resources across the areas of learning. She is highly skilful in promoting equality and diversity through very effective use of resources such as providing multicultural cooking utensils in the home corner. Children make Chinese dragon masks for festivals such as Chinese New Year. Ethnic dolls, puppets and resources such as a toy wheelchair also represent the wider world we live in.

Children gain significantly from the excellent partnerships between the parents and the childminder. There is an exceptionally good shared knowledge and understanding about the children's individual needs, backgrounds and families which ensures the children's welfare and learning needs are very well met. The childminder very regularly shares the information she records about the children's learning and development with the parents and parents are able to take this information home. Parents also have extensive opportunities to share their views about their child's individual welfare, which the childminder feeds into the children's daily diaries and individual records. However, parents are not given the opportunity to contribute to their children's learning journeys. The childminder has established very strong links with other early years providers to ensure a collaborative approach to children's welfare, learning and development is achieved.

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

The childminder shows an exceptional knowledge and understanding of the children's interests, achievements and next steps in learning. This ensures children are valued and respected as unique individuals. Children thrive within the extremely well organised environment where children engage with activities and explore resources which meet their individual needs. The childminder conducts very detailed observations and evaluates and monitors both spontaneous and planned activities in order to reflect upon and plan future learning experiences.

However, parents currently do not contribute to these records.

The childminder is highly skilful in developing children's learning. For example, a child's interest in a well known character in a story book prompted a discussion and a walk in the nature reserve to go and look for one. A child interested in trains, prompted the childminder to purchase more train resources and a visit to the train station with the children. This fulfils children's individual learning needs, making them feel valued. Children demonstrate high levels of curiosity and have a wonderful time as they speak through talking telephones and invent a role play game in a pop up tent. During a sound game the childminder interacts closely, supporting the children by asking open questions about what they can hear and see visually on their game cards. She uses her exceptional skills to extend the learning further as she encourages the children to listen to her pronounce phonics from alphabet flash cards which they repeat.

Outside play is a regular and familiar activity for the children which they enjoy immensely. They collect autumn leaves on a walk and make collage pictures out of them. Excellent use is made of the locality as children are taken out to pick strawberries, visit the nature reserve, Chessington Zoo, the Children's Centre and parks this ensures that children develop positive attitudes towards fresh air and exercise. Children's understanding of healthy food is very effectively promoted by the childminder who talks to the children about the healthy benefits of the food they have within their lunchboxes. Posters in the kitchen displayed at low level promote healthy foods. Children grow sunflowers and tomatoes from seeds. This provides children with an excellent understanding about how flowers and produce grows.

Children are provided with an extensive range of opportunities to learn how to keep themselves safe and the childminder gives them very clear explanations as to why safety rules and boundaries are in place. For example, children are reminded to be careful when sitting on chairs and the childminder talks to them about sitting on their bottoms to prevent them falling off. Story books promote road safety and when on outings children wear high visibility tabards so they can be seen. This ensures the children's safety at all times.

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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met