

Inspection report for early years provision

Unique reference number	EY433540
Inspection date	08/02/2012
Inspector	Melissa Cox
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 registered in 2011. She lives with her husband and two children, in the Hatch Warren area of Basingstoke, Hampshire. The whole of the house is used for childminding purposes. There is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder may care for no more than four children under eight years; of these, not more than two may be in the early years age group, and of these, not more than one may be under one year at any one time. There are currently four children in the early years range on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children demonstrate a strong sense of belonging within the provision and overall show an enthusiastic interest in all aspects of play and learning. Inclusive practice lies at the heart of this calm and caring setting as the childminder recognises the uniqueness of every child attending. Highly effective partnerships between parents and other agencies ensure children's individual needs are met. Their care and learning needs are promoted to a consistently high standard and their health and safety is successfully supported at all times. Consequently, children make significant progress towards the early learning goals. The childminder has very successful systems in place to ensure she makes continuous improvements, promoting positive outcomes for all children in her 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:

- extending the planning for outdoor play to further enhance and support opportunities for specific learning styles and interests.

The effectiveness of leadership and management of the early years provision

The childminder has a comprehensive awareness of safeguarding issues. She prioritises children's well-being and demonstrates a comprehensive understanding of the Local Safeguarding Children Board guidance. Robust policies and procedures underpin her excellent practice and she shares policy information with parents. Highly effective systems are in place to ensure children are safe. Comprehensive risk assessments cover all features of the premises, outdoors and trips into the

community. Consequently, risks to children are minimised and this helps to keep them safe. Accurate and effective records are in place with regard to the children's attendance hours, medication and accidents. These records are stored securely to maintain confidentiality and reviews take place on a regular basis.

An excellent range of high quality resources is fully accessible to promote children's all round learning and development. The environment has been thoughtfully and effectively organised and all children are able to access independently all resources, which are clearly labelled. Overall, very good use is made of the garden though occasionally the resources outdoors do not match all children's learning styles and interests. Access to the local environment is maximised to ensure children learn about their community, and enable them to explore the natural world. Children can access a wide selection of toys and activities to reflect the world around us. They are also given many opportunities to celebrate different cultural festivals and learn about and understand the diverse society in which they live. The childminder is taking well-considered steps to ensure resources and the environment is fully sustainable. She encourages children to become involved in projects with recycled materials. Children have opportunities to cultivate areas of the garden to grow fruits and vegetables for their meals.

Partnerships with parents are exemplary. The childminder gives excellent consideration to the settling-in process and helping children become accustomed to their environment. Recent parent feedback sheets and discussions at the inspection provide very positive comments. This demonstrates that parents are extremely happy with the level of care and education provided. They highly value the 'relaxed and happy' home environment that their children enjoy. The comprehensive range of policies and procedures that reflect the individuality of the setting are shared with parents from the outset. Regular feedback, via daily diaries and discussions combined with comprehensive information in the learning profiles keep parents well informed. The childminder makes use of the information that parents provide on children's home experiences and activities to complement the learning that takes place in her setting. Established links with the local children's centre, feeder schools and nurseries provide highly effective systems for sharing information. This allows for successful transitions and significant support to children's continuity of care and learning.

The childminder has an extremely strong commitment to continuous improvement. There are highly effective systems in place to monitor and evaluate her practice. She uses self-evaluation, close liaison with parents and children and a commitment to continued training and professional development. She is currently studying for a level 3 qualification. She has undertaken a positive parenting course, which gives her a valuable insight into working with parents to support their children. She has clear priorities that are driven by highly reflective and intuitive practice.

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

Children flourish in this inviting and stimulating environment. They are extremely well settled, happy and enjoy a warm and trusting relationship with the childminder. The exceptional organisation of the educational programme reflects rich, varied and imaginative experiences that meet the needs of all children very well. As a result, children's curiosity is captured and nurtured by the childminder. Children make significant gains in all aspects of their learning and development. For example, the childminder noted that children did not always access the full range of activities on offer. She devised a program of hide and seek with a favourite toy. This encourages the children to access a wider range of activities during their search and promoting their learning further. From the outset, there is excellent early assessment and monitoring of children's development and progression in relation to their starting points in their learning. This results in well targeted and focussed planning of resources, based on children's individual learning needs, interests and play preferences. Children's individual observation folders are available to parents and planning documents are on display. Parents are actively encouraged to become involved in their child's learning at home.

Children remain engaged in their play for prolonged periods and demonstrate consistently high levels of independence and involvement. Children develop excellent communication skills through the supportive interactions of the childminder. They listen extremely well and express their thoughts freely. The childminder gives them the time and encouragement to communicate how they feel. The childminder engages them in discussion, bringing in new and varied vocabulary. As a direct result of these interactions, children have made significant gains in both language and communication, equipping them with excellent skills for future learning.

All children show an exceptionally strong sense of security in the childminder's home. They successfully learn about keeping themselves and others safe, with children showing respect for the house safety rules. The childminder has an in-depth evacuation plan and regularly practises fire drills. All children are fully aware of the evacuation procedure and the importance of emergency evacuation in the event of a fire.

Children learn to adopt very healthy lifestyles to ensure they develop a comprehensive understanding of health issues as they grow. Children are encouraged to wash their hands before snacks and there are posters displayed to remind them of good hygiene. The childminder offers children nutritious homemade meals such as leek and potato soup, or fruit smoothies, which meet their dietary needs. The childminder has created a pictorial choice book for snack time and children enjoy choosing from a wide selection of healthy options. They enjoy exploring new snacks when out shopping, with avocados being a recent addition to the list. Children are motivated to take part in stimulating energetic play in the park, garden and at activity groups.

Children are very polite and well mannered. The childminder has high expectations

for children's behaviour, which is exemplary. She is a positive role model and is consistent in her approach. Children enjoy lots of positive reinforcement and praise as they share and take turns when playing. The setting is very child orientated and children have lots of fun in the friendly environment.

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
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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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