

Inspection report for early years provision

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Inspection date	18/04/2012
Inspector	Amanda Shedden
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 adult and teenage daughters in Romsey, Hampshire. The whole of the childminder's home is used for childminding. However, the childminder mainly uses the ground floor. An enclosed garden is available for outside play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time; of these, no more than three children may be in the early years age range. She is currently caring for three children in the early years age range on a part-time basis. She supports and is experienced in caring for children with additional needs. The childminder occasionally works with an assistant.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy and settled at the childminder's home. Children's differences are valued and respected. The childminder provides excellent support for children and is highly effective in meeting their individual care and educational needs. Children make outstanding progress in their learning and development. Overall, they access an extensive range of good quality resources in a stimulating and enabling environment. The childminder's rigorous system of self-evaluation and ongoing training reflect an excellent capacity to maintain continuous improvement to outcomes for children.

What steps need to be taken to improve provision further?

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

- increasing the range of large outdoor play equipment that can be used in different ways to enhance children's physical skills.

The effectiveness of leadership and management of the early years provision

The childminder has extensive knowledge of safeguarding issues. She has comprehensive procedures in place to safeguard children if she has a child protection concern. The childminder supervises children exceptionally well both inside and outside the home. She carries out extremely thorough risk assessments on the home, garden and outings that enable her to keep children safe. She is very

vigilant and continually assesses the areas children access to help ensure they remain safe and secure. The childminder has an extensive range of policies and procedures that she uses to support her practice. These documents are of a high standard and shared with parents to keep them well informed about the childminder's practices.

The environment is extremely child friendly and welcoming. The childminder has children's photographs and artwork on display and this gives children a very strong sense of belonging. The childminder organises her vast array of good quality resources so that children can independently choose what they want to play with. The childminder provides a fully inclusive setting. She acknowledges all children as being unique and meets their individual needs exceptionally well. The childminder uses the resources, activities and environment extremely effectively to help children gain knowledge of the wider world and other cultures.

The childminder is proactive in making sure she meets the legal requirements. She shows she is highly dedicated to continually improving her practice by undertaking courses to enhance her skills and knowledge. She is keen to continue to extend her knowledge of safeguarding issues and the care of children with additional needs. The childminder evaluates her practice extremely well. As a result of her evaluation, she has recently appointed an assistant to enable her to engage even more effectively with individual children and meet their wide ranging needs.

The partnership with parents and carers is highly positive. Comprehensive registration and settling in procedures help to ensure the effective sharing of information. The childminder gains extensive information about children's family and home circumstances, individual needs, routines and abilities. This enables her to meet children's needs and provide consistent care. Parents are aware that observations are made on their children. The childminder regularly discusses the identified next steps in children's learning with parents. The in-depth contact diaries and daily discussions keep parents fully informed of their child's experiences and promote continuity of care. Parents are very positive about the childminder and are extremely pleased with the care and experiences their children receive. The childminder takes a lead role in establishing extremely effective working partnerships with agencies and providers that are involved with the children. The systems for sharing relevant information are comprehensive and successfully promote children's care and education.

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

Children are cared for by a nurturing and successful childminder. She provides children with innovative and enriching experiences that meet their needs and support their excellent progress. She has an accurate understanding of each child's abilities. The childminder plans activities that are purposeful and promote children's development in all areas of learning. Children enjoy a good balance of adult-led and child-initiated activities. The positive interaction from the childminder consistently encourages children to be active learners, be creative and have fun.

Children are encouraged to be interactive when they look at books with the childminder. They finish the sentences and identify objects in the book. After reading stories about an insect, they find pictures of bugs and insects that the childminder has previously placed around the room. They discuss the differences between bugs and insects. Children identify the names of the creatures and confidently count the number of legs they have.

Children develop a very positive attitude to learning and develop exceptionally well in the skills they need for the future. Children use their creative skills as they colour in pictures and discuss the colours with the childminder. They compliment each other on their work. Children engage in conversations where they contribute their own knowledge and thoughts. Children skilfully use different tools to create pictures. They write their name on their work and display the pictures with pride.

Children play in an exceptionally clean and safe environment. They develop an excellent understanding of the importance of good hygiene routines such as hand washing and using their own towels to minimise cross infection. They enjoy an exciting range of indoor activities that promote their physical development. However, the range of large outdoor play equipment to enhance their physical skills is not extensive. Children enjoy plenty of healthy snacks and meals that are prepared by the childminder. They choose fruit from the bowl and know that they need to put the skins into the appropriate recycle bin.

Children develop an excellent understanding of how to keep themselves safe. They participate in activities and read books about staying safe. Children learn how to use tools and equipment safely. Children show a strong sense of security and safety. They confidently talk to adults introduced to them by the childminder. Children display high levels of self-esteem as they benefit from the positive praise and encouragement from the childminder. Children are experiencing and learning that they are all different but equally valued and respected.

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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