

Inspection report for early years provision

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Inspection date	09/05/2012
Inspector	Amanda Sheddon
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 has been registered since 2003. She lives with her husband, and adult daughter and her two children who are both in full time education. They live in a residential area of Romsey in Hampshire. The property is within close proximity to local shops, schools and a park. The childminder is registered to care for a maximum of six children under eight years. Of these, three children may be in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for five children in the early years age group on a part-time basis. She also provides care for three older children who are in full-time education. Minded children have access to all areas of the home with sleeping facilities on the first floor. There is an enclosed rear garden available for outdoor play. 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 are extremely happy and settled at the childminder's home. Her thorough knowledge of each child enables her to plan activities to ensure that all children make excellent progress in their learning and development. Children are recognised and valued as individuals enabling them to feel highly valued. Overall, the rigorous systems of self-evaluation and the high commitment of the childminder demonstrate her excellent capacity to maintain improvement. The extremely positive partnerships with parents and other carers ensure that there is a shared understanding of the children's individual needs.

What steps need to be taken to improve provision further?

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

- reviewing and developing the systems for self-evaluation in order to frequently include the views of the children.

The effectiveness of leadership and management of the early years provision

The childminder has extensive knowledge of safeguarding and has highly effective strategies in place to safeguard children. All adults in the home have been suitably vetted and the children are always fully supervised both inside and outside the home. Thorough risk assessments for inside the home, the garden and visits in the

community are in place and used effectively to ensure all areas are safe. The childminder is vigilant and continually observes the environment throughout the day to ensure the children remain safe and secure. The extensive range of policies and procedures that are used to support her practice are of a high standard. They are shared with the parents who have signed all the necessary documentation to enable her to care for their children safely.

The environment is child friendly, safe and conducive to children's learning. Children hang their coats underneath their photographs and they each have an area on a wall where their art work is displayed. In addition photographs of the children engaging in a range of activities is displayed, all of which gives children a strong sense of belonging. The extremely good quality resources are suitable for the ages and stages of children attending and are displayed invitingly to encourage children to self-select. All of which helps to ensure children thrive in the well organised and stimulating environment.

This is a fully inclusive setting where all children are acknowledged as unique and their needs met. This is through the knowledge and positive interaction of the childminder with the children, as well as their parents ensuring that she knows them very well.

The childminder is proactive in ensuring that she is fully aware of the requirements of registration. She is highly dedicated to continually improving her practice. Parents have been involved in the self-evaluation, however children are not frequently asked to contribute to the process. She sets herself long term aims and objectives and targets areas she can respond to more immediately.

Partnership with parents and carers is extensive and worthwhile. Secure registration and settling in procedures ensure very effective sharing of information in relation to children's family and home circumstances, individual needs, routines and abilities. Parents are aware that observations are made on their children and their next steps are discussed regularly. Parents are very positive about the childminder and are extremely pleased with the care and experiences their children receive. There are comprehensive procedures in place to share knowledge of the children with other providers of the Early Years Foundation Stage successfully promoting their learning, development and welfare.

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

Children thrive with the childminder. She knows each child extremely well through her own observations and the constant interaction with the parents whom she consistently shares information with. Her extensive observations and evaluations on the children's experiences enable her to plan the next steps for each child across all six areas of learning.

The children have many experiences during the day, they receive encouragement

and praise from the childminder building on their self-esteem. They have a good balance of child-initiated and adult-led activities. The childminder has several focused activities ready which she offers the children however her flexibility also gives children choice. The purposeful interaction of the childminder promotes children's learning through their play. Using the large clock puzzle they discuss where the hands have to be to show what time it is now and where they are at bed time. Children's understanding of addition and subtraction and the order of numbers is also encouraged. When using resources to make pictures out of coloured pegs they compare them to colours that are all around like green is the colour of grass.

The children have warm relationships with the childminder and each other, enjoying cuddles and sitting close while they have stories and songs. The childminder encourages the children to think for themselves and contribute their own knowledge. Whilst singing familiar songs the children call out which instruments they want to imitate and which songs they want to sing.

The childminder has innovative ways to increase children's understanding of staying safe. They play with hand puppets that reflect various service personnel identifying who they are and what they do. Children's replies show that they know what number to call if there is an accident and how to leave the house safely in an emergency. Children help make additional resources; they make a puppet theatre with different backdrops and use their sewing skills to make curtains for it. They have created a 2D 'staying safe' picture to help them identify dangers when they are out and about like water, climbing trees and how to cross the road safely. Activities like these encourage a positive attitude to learning and help children develop skills for the future.

The children are very well behaved; their self-esteem is promoted through the positive interaction of the childminder who focuses on the positives of their behaviour. Children play well together and respond to any requests for instance to put the resources away. The childminder introduces the house rules as the children start so that it becomes a natural way to behave in her home.

Children are adopting healthy lifestyles through effective day to day routines. They know when and why they wash their hands drying them on their own towels. They enthusiastically participate in activities that enhance their physical skills; they butter their bread at snack time, use various tools whilst undertaking craft work and enjoy using the parks and soft play centres they regularly visit.

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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