

Inspection report for early years provision

Unique reference number	EY439165
Inspection date	03/05/2012
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 was registered in 2011. She lives with her husband and their young child who is within the early years age range in the Hedge End area of Southampton, Hampshire. All areas of the house are used for childminding. There is an enclosed garden for outside play. The family has a dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years, of whom two may be in the early years age group. There are currently two children on roll in the early years age group, who attend on a full-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children receive an excellent standard of care and education. The childminder's thorough knowledge of each child enables her to plan stimulating and challenging activities to meet their individual learning needs. Children are recognised as individuals, enabling them to feel highly valued in this extremely well-organised and stimulating environment. Overall, the excellent partnership with parents results in a fully shared understanding of children's individual needs. The childminder has excellent systems for self-evaluation and she is able to accurately identify areas for further development. She has implemented many changes since registration which clearly demonstrates her excellent capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- developing further the two-way flow of information with parents, with regard to the consistency of information gathered about children's starting points.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted extremely well. The childminder makes excellent use of risk assessments to keep children safe inside her home, in her garden and on all visits in the community. She is vigilant, and supervises children closely at all times

and makes frequent checks of the environment throughout the day to help ensure that children remain safe and secure. She implements an extensive range of policies and procedures to support children's safety and well-being. She shares these with parents and they sign all the necessary documentation to enable her to care for their children safely. She has extensive knowledge of safeguarding issues and the procedures to follow if she has concerns about a child in her care.

The childminder is proactive in meeting the requirements of the Early Years Foundation Stage. She has plans in place to attend workshops relating to the forthcoming changes to this framework and has started working towards a National Vocational Qualification in Childcare and Education. She has highly effective systems in place to evaluate her practice in order to continually improve her practice and outcomes for children. She has used these systems to identify areas for development and has made significant changes as a result although she has only been childminding for a short time. For example, she has developed a vast array of exciting resources, introduced stimulating arts and crafts activities and extended the range of outdoor play equipment. These have significantly improved outcomes for children and show the childminder's excellent capacity for continuous improvement.

The environment is extremely child friendly and welcoming. The childminder displays children's art work as well as photographs of them engaging in different activities which give them a great sense of belonging. The vast array of good quality resources are arranged to encourage children to make independent choices. Children use all of the downstairs area which gives them plenty of space to engage in different types of play. This is an extremely inclusive setting where all children are acknowledged as unique and have their individual needs met very well through the knowledge and positive interaction of the childminder. The childminder uses an extensive range of resources and activities to encourage children to learn about the wider world and other cultures. For example, when they visit the zoo they talk about where different animals come from and when they taste foods from different countries they find the corresponding countries on a world map.

Partnership with parents is encouraged to ensure effective communication which is worthwhile for the children attending. Robust registration and settling-in procedures lead to very effective sharing of information in relation to children's individual needs and routines. The childminder seeks information from all parents about their children's starting points. However, while she has plenty of information which allows her to measure children's progress, there are some minor inconsistencies in the information that she holds. Parents review the observations made of their children and discuss their next steps regularly with the childminder. The in-depth daily diaries and discussions enable parents to be fully informed of their child's experiences each day and promote continuity of care. Parents are very positive about the childminder and are extremely pleased with the care and experiences their children receive. Although at present no children attend other settings, the childminder is fully aware of the need to share knowledge of the children with other providers of the Early Years Foundation Stage to successfully promote their learning, development and welfare.

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

Children are very happy and settle extremely well into the positive environment the childminder has created in her home. Her knowledge and skills enable her to offer the children an inspiring and extensive range of activities and experiences which help them to flourish. Each child's learning journey record comprehensively reflects the experiences and excellent progress they are making. Next steps in each child's learning are clearly identified across all areas of the curriculum. The childminder makes plans which will challenge the children further and her significant skills enable her to adapt them to their current interests.

Children are focused and engaged in their self-chosen play. The positive and knowledgeable interaction of the childminder fully enhances children's learning. For example when children decide that they want to be characters from a popular cartoon about building the childminder gives them hard hats and tools and they enjoy fixing the fences and gates in the garden. When they come inside the 'builders' use blankets to build a den under the dining room table.

There is an excellent balance of activities from those they can choose for themselves and those that are led by the childminder. The childminder has an inspiring range of activities prepared for the children to engage in but she encourages children to choose for themselves what they wish to do and when. For instance, she plans a planting activity but children want to splash in the puddles and use watering cans first. When they tire of this she then introduces them to planting. Younger children are very well supported with an extensive range of resources and activities that are tailored to their needs. The childminder has a positive dialogue with the children during all activities and this supports their speaking and thinking skills extremely well. The superb range of activities encourages an extremely positive attitude to learning and help children develop skills for the future.

Children's behaviour is excellent. The childminder focuses on the positive, praising and encouraging the children, which builds their self-esteem. Where necessary she works with parents so that there are consistent expectations for children's behaviour. The childminder has highly effective strategies in place to meet the children's growing understanding of how to manage their own behaviour.

Children learn about healthy lifestyles through excellent day-to-day routines. They wash their hands before eating, and dry their hands on their own towels which helps to minimise any cross infection. The childminder has created a game to identify foods that are good for them. This is added to as new foods are introduced into the children's diet. Children enjoy an excellent range of healthy snacks and meals that are prepared by the childminder. Children develop their physical skills through a stimulating range of activities inside and outside the home.

The childminder works with the children to give them a thorough understanding about keeping themselves safe. This enables them to feel extremely safe and

secure. The childminder makes excellent use of incidental moments to explain about staying safe. For example when children pretend to be builders she discusses why they need to wear helmets to stay safe making sure to use every opportunity to help children learn and gain important skills for their future.

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	3
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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