

Inspection report for early years provision

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Inspection date	15/05/2012
Inspector	Alison Kaplonek
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.

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 registered to care for children in 2004. She lives with her husband and sons in a house in the Eastleigh area of Hampshire, which is close to local schools and shops. All areas of the property are used for childminding. Toilet facilities are on the first floor. There is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is registered to provide care for five children under 8 years, of whom three may be in the early years age group. There are currently two children on roll who attend part time. Both of these children are in the early years age group.

The childminder holds a relevant childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This very caring and dedicated childminder demonstrates considerable empathy and understanding of children's individual needs, enabling most aspects of their welfare and learning to be consistently well met. Children are welcomed into a warm and welcoming family environment where they are all equally valued, included and treated with respect. They are making excellent progress in their learning and development, demonstrating high levels of confidence and an enthusiasm to learn as they take part in stimulating and enjoyable experiences. The childminder accurately identifies the strengths of her provision and makes continual improvements to her already extremely good practice. The learning environment is fully inclusive, safe and accessible and meets the individual needs of the 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:

- building on existing systems for planning children's next steps to monitor coverage of all areas of learning and further enhance the outcomes for children.

The effectiveness of leadership and management of the early years provision

The implementation of a comprehensive range of policies and procedures and the efficient maintenance of records enables every child's needs to be very well met. The professional and highly effective organisation of all aspects of the childminding service enables outcomes for children to be very successfully promoted. The childminder is suitably vetted and ensures that children are fully safeguarded and always supervised by an appropriate adult. She has an excellent understanding of procedures to safeguard children and how to make referrals if required. The childminder is committed to taking any necessary action to protect children from harm and ensure that they are fully safeguarded. The childminder regularly carries out risk assessments of the premises, toys and equipment and ensures that fire drills are practised with all children. She ensures that all children are encouraged to take part in activities and begin to take responsibility for their own health and safety needs.

Effective links with parents, other providers and agencies enables the setting to provide high quality welfare and learning for all children. The childminder ensures that agreements and permissions are in place before children start in her care and obtains information from parents about their children's preferences. She shares considerable amounts of information with all parents about their children's experiences and routines, through daily diaries, learning journals and verbal feedback. Parents state that they are very pleased with the care provided for their children.

The childminder welcomes all children into the setting and ensures that the health, safety and wellbeing of children is a high priority. She provides children with access to a huge range of resources and interesting activities and an excellent balance of both adult and child initiated learning. Many activities encourage children to learn about equality and diversity. The learning environment is fully inclusive, safe and accessible and meets the individual needs of the children.

This reflective childminder is well qualified and continually updates her training. She successfully identifies any areas for development and quickly implements any necessary changes, ensuring continual improvements are sustained.

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

Children all make excellent progress in every area of learning. The childminder plans a wide range of stimulating and challenging activities which are adapted, depending on the ages and abilities of the children, enabling everyone to take part. Regular observations and accurate assessments are in use to help ensure that children are consistently moving to the next steps in their learning and development. Although the childminder already has an extremely good knowledge of each child's learning needs, her current systems for planning children's next

steps do not fully monitor coverage of all areas of learning to further enhance the outcomes for children.

Children enjoy their time with the childminder and are very interested and involved in the wide range of activities. Babies and young children explore resources, babbling as they show items from the doctor's kit to the childminder. Older children learn about how their bodies work and how to check their hearts using the stethoscope. Children enjoy looking at books and completing puzzles with the childminder and relish her involvement in their play. They develop communication and counting skills, which support their future learning. Babies reach out for cuddles and support when tired or upset, forming secure attachments with the childminder. Children often organise their own play and learning, for example, using resources to role play going off into space. They learn to count as they pretend to blast off in the rocket. Toddlers laugh with the childminder as she makes the noises of the animals while they put on a puppet show for the babies.

Children learn about keeping healthy, as they are encouraged to wash their hands after using the toilet and before eating. Babies are protected from the spread of infection while they learn to crawl as the childminder and children remove their shoes. Children have their noses wiped by the childminder when they have colds and older children access the tissues themselves. Children are provided with healthy snacks and food according to the wishes of their parents and the childminder encourages them to eat their savoury items first. Food provided by the parents is stored efficiently in the fridge if required. Drinks are always accessible and older children help themselves from their own cups.

Children learn to keep themselves safe as they practise the emergency evacuation procedure. They learn about road safety and stranger danger as they walk home from school. They talk about being careful when playing in the garden or using the indoor scooter. Children are supported in their learning and development by the provision of an interesting and enabling environment. They take part in some planned activities and also have many opportunities to initiate their own play or follow their own interests. Children often visit local amenities with the childminder, such as the library, shops or parks. They also attend toddler groups where they meet and interact with other children and adults of all ages.

Children behave well and older children are encouraged to respect each other and to take turns and share resources. They learn how to be kind to each other and to feel good about themselves. Parents are kept fully informed about their children's learning and development, via a thorough verbal feedback each day and provision of a daily diary sheet of information about each child's day. They are fully consulted about their children's needs and interests when their children first start with the childminder and at regular intervals thereafter.

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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