

## Inspection report for early years provision

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<b>Unique reference number</b>	EY303262
<b>Inspection date</b>	14/06/2012
<b>Inspector</b>	Cathy Hill
<b>Type of setting</b>	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 in 2005. She lives with her husband and two children, aged five and 10 years, in Aldershot, Hampshire. The ground floor of the home is used for childminding activities with an upstairs bedroom for sleep only. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, of whom, no more than three may be in the early years age group. The childminder currently cares for two children in the early years age group. The childminder also offers care to children aged over five years to 11 years. The childminder is a member of a childminding association. She also belongs to a childminding network and is in receipt of funding for the provision of free early education to children aged two, three and four.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The childminder is exceptionally well organised and provides a warm, nurturing, family environment for children's care and learning. Children are extremely happy and content and thrive as they learn through fun, play activities. Overall, they make outstanding progress with their learning and development. The childminder has robust monitoring and assessment systems and her capacity for continuous improvement is excellent. She positively promotes inclusive practice and has established strong, secure partnerships with parents.

## **What steps need to be taken to improve provision further?**

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

- enhancing the outdoor environment to strengthen children's awareness of print carrying meaning, for example, through the use of key word labels.

## **The effectiveness of leadership and management of the early years provision**

The childminder has excellent arrangements in place for safeguarding children's welfare. She has a comprehensive awareness of safeguarding issues gained through attending advanced safeguarding training. She has a detailed safeguarding policy to support her practice, which she shares with parents. The childminder keeps records of any visitors to the home and of any existing injuries children may arrive with. She keeps children safe through high levels of

supervision. Thorough risk assessments of her premises and of outings she takes children on are in place. Children have excellent relationships with the childminder and climb on her lap for a cuddle showing they feel secure in her care. The childminder organises her time and space extremely well, providing children with a stimulating environment to develop in all skill areas. Children benefit from easy access to an extensive range of resources as it allows them to independently choose what they do. The childminder actively and very effectively promotes equality and diversity. She has labelled all indoor resources with both words and pictures so all children are aware of the content of resource boxes. The childminder treats children with equal concern and ensures they all have equal opportunity to access all toys and activities. She adapts activities to meet children's individual learning needs to ensure all children are included in play of their choice. The childminder actively supports children in learning about diversity. For example, she plans activities about different countries and uses a matching pairs game to discuss differences between people.

The childminder has established excellent partnerships with both parents and others involved with children's care and education. Consequently, all children receive high levels of support and a consistent approach to meeting their individual care and learning needs. The childminder liaises with the keyperson at the other setting attended by a child so they can share their proposed next steps in learning for the child. She also shares children's development records with parents on a regular basis, keeping them very well informed about their child's developmental progression. Parents also receive detailed and regular information about their child and the childminder's practice via a daily diary and newsletters. They are very happy with the childcare provided and state that the childminder 'always goes above and beyond expectations'. They praise the childminder's 'passion for your children is obvious not only in the care you provide but in your commitment to their development'. The childminder is dedicated to providing and maintaining high standards of care. She has rigorous systems in place to monitor and evaluate her practice. She has completed a comprehensively detailed self-evaluation form and regularly updates this with improvements made to her practice. The childminder recognises the value of professional development and attends training to continually develop her knowledge and skills. For example, within the past year she has attended training on observation, assessment and planning, letters and sounds, and advanced child protection.

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

Children flourish in the relaxed, happy environment of the childminder's home. They thoroughly enjoy themselves as they develop their future skills through sensitively supported play. The childminder has an exceptional knowledge of each child's needs and embraces knowledge gained through training to close identified gaps in children's achievements. For example, she focussed on supporting a child's language development following the 'Every child a talker' programme. Very young children delight in the positive interaction they have with the childminder. She takes a genuine interest in all they say and do and continually talks to children to

develop their communication skills. For example, she names colours and shapes as children play with a shape sorter and verbalises her actions to develop children's awareness of the spoken words linked to actions. Children develop a very good understanding of print carrying meaning as the childminder has labelled the indoor resources with both words and pictures. Opportunities to strengthen their understanding of print during outdoor play are, however, limited. Children, overall, are making excellent progress with their learning. The childminder maintains detailed development records for each child and skilfully challenges children during play to extend their skills. For example, the childminder demonstrates spinning the wheel on an upturned trailer and encourages children to try. They rise to the challenge and shows they have understood the instructions as they coordinate their movements to spin the wheel. Children's best interests are at the heart of all the childminder does. She responds to a child's interest in a cupboard door, developing the child's understanding of the word 'closed' as she pushes the door shut. Children delight in the freedom they have to safely explore. They play with an interactive activity centre and know to push buttons to make lights flash and music play. They happily scrunch the pages of a magazine feeling the texture and listening to the sound it makes when they crawl over it. Children learn about the wider world through outings with the childminder, for example, to country parks, a farm and play parks.

Children gain an exceptionally strong sense of security. This is as a result of the high quality interaction from the childminder and the excellent organisation of routines. They regularly practise the childminder's evacuation drill, which reinforces their awareness of safety in the home. The childminder is vigilant to safety and secures young children in high chairs when eating. Children are confident and their behaviour is excellent. The childminder ensures they are purposefully occupied and sensitively supported. They demonstrate patience, for example, as they sit contentedly waiting for their snack. They are extremely settled because their individual health, physical and dietary needs are met to a high standard. They freely access their cup of drink when thirsty and eagerly eat a healthy snack of sliced banana. The childminder ensures children are clean and comfortable and settles children for a nap when they become tired. Children blossom in the childminder's care as she treats them with love and respect. They chuckle with happiness as the childminder playfully tickles them with a soft toy and they laugh and burble merrily as they play showing they are truly content and at ease.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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