

Inspection report for early years provision

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Inspection date	12/07/2012
Inspector	Mandy Gannon
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 2012. She lives with her partner, one school aged child and one young child on the Highfields estate in Basingstoke, Hampshire. The whole of the property is registered for childminding with access to toilet facilities on the ground and first floor. There is an enclosed garden for outside play.

The childminder is registered on the Early Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight, of whom no more than two may be in the early years age group. The childminder currently has two children on roll, both in the early years age group. The childminder attends toddler groups, local parks and visits places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this exciting and stimulating setting. They make significant gains in their learning and development given their age, ability and starting point. Communication, language and literacy is a key strength in the setting. The commitment, drive and dedication of the childminder is exceptional as she goes out of her way to meet the needs of each child. Exceptional partnerships with parents fully support children's welfare, learning and development, and overall, the two-way flow of communication with other providers is good. Excellent systems are in place to monitor and evaluate the setting. The childminder updates and attends training demonstrating an outstanding commitment to 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:

- exploring further strategies to extend systems for effective partnerships with other providers and agencies as the need arises, to enable a consistent and complementary approach to children's attainment and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has an excellent understanding of her responsibilities with regard to child protection. The childminder shares comprehensive policies and procedures with parents and carers, which she

regularly reviews and updates. The childminder's exceptional organisational skills enhance children's well-being. Thorough risk assessments are completed and documented, which the childminder meticulously reviews following any accident or incident. Daily checks are in place prior to the arrival of children and the childminder takes steps to minimise any potential hazards. Children demonstrate an excellent understanding of keeping themselves and others safe. For example, through their play they replicate practice outside of the home, as they pretend they are crossing the road and the procedures they must follow. A record of arrival and departure times is in place. The childminder and children practise evacuation drills together and the childminder records who was present and any problems. She has sought advice from the local fire department and records the weekly testing of smoke alarms.

Children benefit from a highly conducive learning environment with an extensive range of suitable resources, both inside and outside. Children excitedly make choices using a pictorial catalogue and labels on resources, aiding decisions. The childminder has excellent self-evaluation processes in place, which takes into account the views of both parents and children. The childminder is highly motivated to provide an exceptional service. She provides an inspiring setting with a rich environment full of exciting activities where children flourish. She successfully promotes sustainability as children walk to school and fill their watering cans from the water butt in the garden. Highly effective observations and assessments are in place and the childminder knows the children exceptionally well.

Equality and diversity is at the heart of this setting. Each child is fully included and highly valued as being unique. Highly impressive resources are in place promoting positive attitudes towards diversity and difference in a setting where all families feel safe, included and valued. The childminder goes above and beyond, in order to narrow the achievement gap. Although the childminder works tirelessly in seeking information from other providers in order to develop an accurate understanding of children's individual needs, she has yet to extend her strategies to fully enable a consistent and complementary approach to supplement children's attainment and development. The childminder has exceptional understanding of the needs of each child. Excellent partnership working with parents promotes highly successful communication and collaborative working. They work very effectively with the childminder as they complete 'all about me' documents. Through regular discussions and meetings, the parents contribute to identifying their child's next steps and are encouraged to contribute to their learning journals.

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

Children enthusiastically attend the setting and make significant gains in their learning. They make outstanding progress towards the early learning goals, relative to their starting points. The childminder makes highly effective use of observations and assessments to effectively support children's individual progress. Children play a dynamic role in the setting and are engrossed in activities. Children

enthusiastically mark make on the chalk board outside, identifying the circle they have drawn and comparing this to the same shape of the tunnel. They talk with confidence and have exceptional listening skills. For example, children are engrossed as the childminder demonstrates outstanding story telling skills. She uses props to tell a familiar story which children enthusiastically contribute to by making animal noises. Children confidently access their shoes and jackets as they choose to go outside. They skilfully fill watering cans from the water butt and enjoy watering the garden, identifying plants. They excitedly explore items in the water tray transferring water from one container to another, splashing in the puddles they have made. They share and take turns as they play with a ball, rolling and throwing it to one another. The childminder uses thorough observations and assessments to accurately plan challenges for each child in order that they reach their full potential.

Children benefit from healthy nutritious snacks and meals, which meet all dietary requirements and preferences. The childminder has completed a food hygiene course and is registered with the local food standards agency. Children benefit from fresh air and exercise as part of their daily routine. Children are aware of effective hygiene practices and follow these routinely. The childminder supports children very effectively as they confidently wash their hands, providing appropriate pictures on display as reminders. Children are encouraged to cover their mouths when sneezing to reduce the spread of germs. The childminder follows clear nappy changing routines, including wearing disposable gloves, although she does not always clean the mat and change gloves between children to completely minimise the risk of cross infection.

Children confidently make choices and have outstanding understanding of safety through the support of the childminder. Exceptionally well-organised routines and interaction promotes children's security and well-being. Children have high levels of self-esteem through the childminder's highly effective praise and encouragement. Children are polite, demonstrate respect and care for the childminder and the friends they have made at the setting. Children benefit from a setting where they are highly valued. They behave well and feel secure and at ease through clear consistent boundaries.

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	2
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	2
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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