

Inspection report for early years provision

Unique reference number	EY318826
Inspection date	05/05/2009
Inspector	Maria Lumley
Type of setting	Childminder

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.

Description of the childminding

The childminder registered to care for children in 2005. She lives with her husband and two children aged eight and 12 years. They live in a house in Bournemouth, in Dorset. Childminding is mainly carried out on the ground floor, with additional toilet facilities accessible on the first floor. Children have access to an enclosed rear garden for outdoor play activities. The family have three cats which children have access to under supervision. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of five children under eight years may attend at any one time, of these not more than three may be in the early years age group at any one time. There are currently five children on roll, all are in the early years age group. The childminder is qualified in early years and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children make rapid progress in the childminder's care, as she recognises the uniqueness of each child and meets their needs very effectively. They enjoy an extensive range of outings and activities that promote all areas of their learning and development. The childminder implements rigorous systems to monitor the provision and demonstrates a commitment to maintaining continuous improvement. She has addressed the recommendations raised at the last inspection improving documentation and safety. The childminder has an extremely positive approach to training and continually strives to enhance outcomes for 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:

- develop links with all early years settings that children attend.

The leadership and management of the early years provision

The childminder has developed excellent partnership with parents. She has a variety of highly effective systems in place that ensure good communication between both parties. This provides children with consistency and keeps parents well informed. These include diaries, daily discussions, text messages, emails and telephone calls. Reports from parents evidence that they value the high level of care and learning provided for their children. Monthly newsletters provide detailed information about planned activities and outings. Parents' wishes and views are used to inform planning for their children's progress. The childminder has established links with some of the early years settings that children attend. However, this is not in place for all settings.

The childminder has developed a comprehensive range of written policies and procedures and maintains all required documentation. Children's development records are kept confidentially and shared with individual families on a regular basis. The childminder demonstrates a strong commitment to attending training to promote positive outcomes for children, having recently completed 'Healthy Eating', Makaton and 'Leap into Life'. She is currently studying towards a Foundation degree in childcare.

The childminder knows her own strengths and areas for development through regular self assessment, reviewing development records and regular liaison with her network co-ordinator. She works closely with other childminders to monitor progress and consider new ideas and outings that might benefit the children. The childminder involves parents and children in helping her identify her strengths and any potential improvement; for example, with the use of regular parent questionnaires about the provision. Following a story session at the local library the childminder started to introduce props at her own story times to further improve children's enjoyment and interaction.

The childminder has completed safeguarding children training and is secure and extremely confident in her knowledge and understanding of how to protect children from harm and neglect. Comprehensive and regular risk assessments are completed for all outings and visits, and a daily risk assessment on the home and garden ensures children's safety is prioritised.

The quality and standards of the early years provision

Children flourish in the stimulating and child orientated environment. The welcome poster, photographs and children's artwork are attractively displayed. Information from parents and the childminder's observations are effectively used to accurately determine children's starting points.

They have their own comprehensive development folder, illustrated with photographs and samples of work, covering all areas of learning and next steps for their development. Detailed planning takes account of each child's individual interests so they are motivated in their learning. For example, when a child says, 'We really need to sort out your garden' the childminder is happy to hear what they have in mind. This initiates discussions, suggesting how to make the garden look 'pretty'. Children have become actively involved in digging and planting, consequently, raising their awareness of healthy eating as they pick and taste their produce including radishes, tomatoes and sweet corn. Children also benefit from the healthy nutritious freshly prepared meals provided by the childminder. They select recipes from cookery books and are involved in food preparation. The childminder introduces foods from around the world and children have a tapas lunch. Children have developed excellent hygiene practices through daily routines and discussions. They automatically wash their hands before eating and dry them on individual towels, reducing the spread of infection. Children take good care of their teeth and brush them after lunch, a child says, 'It makes them clean and sparkly'. There are excellent opportunities for children to access fresh air and exercise as they play in parks and explore forests and beaches. They are extremely

well informed about safety and practise the green cross code when out walking. Children are well rehearsed with the emergency evacuation procedures and know how to behave in an emergency.

Children are very settled and happy in the childminder's care. They enjoy a high level of interaction with the childminder as she sits on the floor and plays with them at their own level. The childminder offers exceptionally good levels of support; knowing when to hold back and allow children to investigate for themselves and the best time to intervene to support and enhance children's learning, preventing loss of interest or frustration. The childminder is genuinely interested in what the children have to say, listening attentively as children share news of their weekend. Children's speech is extremely well developed and they communicate confidently with the childminder and their friends, expressing their feelings and making their needs known. Children are encouraged to make choices in their play and are highly confident and very happy. Children thoroughly enjoy using the Bee Bots and ably press buttons to make the toys travel back and forth. The childminder extends their learning by suggesting they programme the Bee Bots to travel along the track on the road map.

Children demonstrate high levels of concentration when using puzzles. When a four year old child successfully completes the task the childminder introduces a more complex puzzle, providing the child with additional challenges. A two year old child attempts a simpler peg puzzle and names the shapes as they fit them into the correct positions. When the child holds up a piece and says, 'It's a triangle' the childminder is delighted with this achievement saying, 'I'm so proud of you, that's the first time you have remembered the triangle.' The childminder records this new development in the child's learning record.

Children's behaviour is exemplary. They are familiar with what is expected of them and show great consideration for each other, playing co-operatively together and sharing. Children are respectful of the resources and help to sweep the floor, clean the table and tidy up after play. They have an excellent role model to follow as the childminder speaks kindly to the children and offers high levels of praise. Children have very good table manners and 'please' and 'thank you' are used at all times.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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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