

Inspection report for early years provision

Unique reference number	EY335955
Inspection date	24/06/2009
Inspector	Anne Gunston
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 has been registered since 2006. She lives with her husband and one child of school age in the Wickham area of Hampshire. The whole of the house is used for childminding and there is a fully enclosed garden for outside 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 at any one time, including two children overnight. She is currently caring for five children in the early years age range, two later years children and two older children, all on a part-time basis. On occasion, the childminder's husband works with her as her assistant and at these times, they may jointly care for six children under eight. The childminder regularly attends a local toddler group and library. She is a member of the National Childminding Association and is a member of an accredited childminding network, currently she is in receipt of funding for provision of nursery education for one child. The family has two pet dogs, which have restricted access to areas of the home.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The childminder continually monitors and evaluates all aspects of her service to ensure it effectively meets the individual needs of all children in her care. Children are very happy to attend as the childminder and her husband offer a loving and supportive environment where children's welfare is of the highest priority. The secure relationships with parents ensure that no barriers exist to children's continuing progress.

What steps need to be taken to improve provision further?

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

- further investigate methods of liaison with other providers of the Early Years Foundation Stage so that children benefit from a collaborative approach to their learning and development
- continue to develop methods of recording what you know about each child's achievements so that parents are further encouraged to contribute towards planning the next steps to meet their child's development and learning needs.

The leadership and management of the early years provision

The childminder shows high levels of commitment to her role and strives for improvement at all times. She is experienced, well qualified and skilled in the care of young children and continues to develop her knowledge by attending relevant training. This enables her to adjust her daily practice to the learning style and ability of each child; ensuring children gain in confidence and have a positive

disposition to learning. Following a review of her provision, the childminder obtained a grant to enable her to extend the range of resources, including purchase of updated computer equipment to encourage children to make as much progress as they can in this area. The childminder works in a professional manner and provides parents with comprehensive information about the service she and her husband offer. She provides parents with copies of her policies, which are an accurate reflection of her working practice, and there is a daily flow of information between both parties. The childminder records thorough information for parents in a daily diary ensuring they are well informed about their child's achievements and progress. She works hard to establish methods of communication with other providers of the Early Years Foundation Stage framework (EYFS) and her methods are generally effective in assuring that information is shared and children's welfare is promoted.

The childminder's organisational skills and attention to detail ensure that children are safeguarded at all times. She thoroughly assesses the potential risks to children in relation to her home, garden and outings; she uses these records to eliminate hazards promptly yet always ensures that an extensive range of indoor and outdoor equipment and valuable experiences provide challenge for children. Children enjoy constant supervision, which ensures their safety, yet is at times unobtrusive to allow children to learn at their own pace. The childminder maintains her ratios at all times and is ably supported by her husband as an assistant; she is fully aware of her responsibility to assure the suitability of anyone who has contact with children. The childminder has a secure knowledge of safeguarding procedures; her working practice and that of her husband protects the children at all times.

The quality and standards of the early years provision

Children have made huge progress in their development as the childminder has in-depth knowledge of their ability. She accurately records their progress against each of the early learning goals, and is currently reviewing her use of learning journey documents; these assist her in planning the next steps. The childminder's home has plenty of space for play; she arranges activities and resources so that they are completely accessible, encouraging children to explore and make decisions. For example, hanging racks contain an extensive range of dressing up clothes; low-level labelled storage exists for craft and writing materials. Wheeled wooden 'bugs' are kept on display indoors for use here as well as in the garden, providing year round opportunities for children to exercise and develop their physical skills. Children are positively encouraged to make full use of this welcoming, well organised home where every child is valued. Children's work is on display in the hall and recently purchased units exist for children's belongings. Children have freedom but are expected to take part in established routines, such as tidy up time. The youngest children quickly accept the need for this and happily join in with packing away in preparation for a new experience.

Children enjoy regular opportunities to play in the fresh air of the childminder's garden, where the childminder's intervention helps them to develop positive relationships with each other. Children share the role-play resources in the

playhouse and learn to consider others if they are using wheeled push-along toys or bicycles. The childminder actively encourages children to challenge themselves, for example to cycle up a slope, but expects that they think about direction to ensure the safety of younger ones. All children show particularly high levels of thought for others and behave in a caring manner, for example, finding sunhats so everyone is ready to go out. Children are secure and have affectionate relationships with the childminder and her assistant. Both recognise children's need for attention and respond calmly and quickly to each child's needs, promoting children's emotional well-being.

The childminder promotes children's good health at all times. Children gain understanding of the benefits of a healthy diet; the childminder uses activities such as growing runner beans and tasting sessions of different foods to introduce new and varied ingredients to children. Children clearly understand the importance of cleanliness; the childminder always supports their growing independence by putting tissues, individual hand towels and soap within easy reach. By maintaining constant dialogue with the children, the childminder gives them confidence to express themselves and promotes each child's language skills. She effortlessly makes use of spontaneous opportunities, such as a passing police car; children learn to listen, pay attention and make sense of their community, repeating the 'nee naw' sounds they hear.

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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