

Inspection report for early years provision

Unique reference number	EY335984
Inspection date	17/12/2009
Inspector	Kerry Iden
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 was registered in 2006. She lives in the family home which she shares with her two children in the village of Aldsworth, close to the town of Emsworth, Hampshire. Children play and use all areas on the ground floor of the home. They sleep upstairs during the day and the bathroom is also situated on the first floor. There is a large rear 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 provide care for a maximum of four children at any one time, of whom no more than three may be in the early years age group. There are currently three children on roll, all of whom are in the early years age group and all attend on a part-time basis.

The childminder provides care for most of the year on weekdays and is also registered to provide overnight care for one child. The childminder attends local toddler groups, the library and outdoor play areas and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is incredibly enthusiastic about her work and dedicates all her time when she is not with children to researching and finding out more ways to improve her service. She has devised her own analysis of her setting to help her identify her own strengths and weaknesses and with actions in place she addresses improvements and gives herself targets and deadlines. Through this system the childminder also organises priorities to ensure the improvements have a positive impact on the children in her care. The childminder shows a high level of understanding and awareness regarding young children's individual characteristics. She clearly enjoys her work and joins in with children's play whilst still allowing children to explore without disruption. The childminder has the ability to include all children and respond to each of them with equal care and attention.

What steps need to be taken to improve provision further?

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

- implementing plans for ensuring a fully enclosed rear garden.

The effectiveness of leadership and management of the early years provision

Safeguarding is strongly upheld and the childminder has a very clean and well organised home ensuring children have the freedom of movement on the ground

floor of the home. Permissions from parents are in place for many extra areas of care, including transport, outings and photographs taken. Records for accidents are clearly noted and parents sign each entry, the childminder keeps her first aid qualification maintained and has a current certificate available. The children within the setting are further safeguarded from harm as the childminder has an excellent understanding of all aspects of child protection. Through detailed policies and procedures parents are made aware of her commitment to children's well being and together they work in partnership to continue to ensure children's safety, for example, the strict arrangements for collecting children from the setting. Effective and detailed risk assessments and daily visual checks ensure children can play and learn in a safe environment.

The childminder offers an exceptionally well organised and professional service and shows great commitment and enthusiasm to the children and their families. With a clear understanding of areas where she wants to develop herself, the childminder demonstrates that she has the ability to drive improvement within her own setting. She has very clear systems for her documentation and shares her extensive policies and procedures with parents at the outset to ensure they are fully informed of the service she offers. The childminder is also dedicated to her own development of knowledge in all aspects of her work and regularly updates her own skills through a variety of training and conferences she attends and by keeping herself fully up to date with current practices through publications and innovative ideas.

The layout of the childminder's property offers children excellent space in which to play and learn. The childminder is very thoughtful to how children can learn knowing their preferred learning styles and resources. The whole ground floor is transformed into a child friendly space which is conducive to learning and where children are able to access all play equipment themselves. The childminder monitors the success of the layout of furniture and equipment and reviews this regularly to see if the arrangement is working at it's best. The high quality play equipment offers children an exceptional standard of resources which are all suitable for the children attending and successfully develop children in all areas. The childminder has excellent knowledge of each child's background and with ongoing discussion with parents she fully understands the ever changing needs of each child in her care. The childminder is committed to ensuring total inclusion within her setting and organises activities so all children can achieve at their own level. Through resources and activities children are beginning to understand and appreciate diversity, they are encouraged to talk about their feelings and listen to each other as they value and respect each other.

Parents are extremely well informed because the childminder has clear policies and procedures and also helpful information for parents. Through the daily diaries each child has the parents are developing an understanding of the different areas of learning and how their children are making progress in these areas. They receive extensive daily information about their child's time in the setting along with a photographic record which some parents comment on how wonderful it is to see what their child is involved in through the day. Parents are also regularly consulted with on their child's development through the three monthly reviews, through these and the daily diaries the parents are fully encouraged to share experiences

and events from home and contribute towards their child's learning. In addition parents are also invited to make comments about the setting and future developments they would like to see. Therefore, partnerships with parents are well established and they are encouraged to make a strong contribution to their child's achievements. The childminder is keen to extend her partnership working with other professionals to support the children in her care as well as other providers who are delivering the Early Years Foundation Stage. The childminder was keen to set up links with other childminder's as children transferred from one setting to hers. This enabled her and the child to get to know each other before the transitions to allow the child and their parents to feel confident in the move and enabled the child to settle quickly and feel secure.

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

Children are making massive strides in their development and progress rapidly towards the early learning goals because the childminder has an expert knowledge of all the aspects of each area of learning and fully promotes these through the children's play. The childminder is highly skilled in assessing children's likes, dislikes and preferred learning styles as she fully understands the children's preferences and uses these to help children learn. A highly stimulating and welcoming environment develops children's confidence, the childminder has made her home an enabling environment for young children to allow them to make independent choices about their play and make a positive contribution to the setting. The good balance of child inspired play as well as planned activities ensure children become independent learners as well as take part in the planned educational programme. The skills of the childminder in her questioning and her knowledge of children ensures all children are being effectively challenged given their own capabilities. Through comprehensive information both on a daily basis and through the three monthly development reviews, the childminder assess the children's progress in all areas of learning. Through identified actions for each child the childminder uses this information in her planning of future activities and experiences to ensure each child receives a rich and fulfilling experience with individual challenge.

All children show a strong sense of security and feel safe within the setting. They demonstrate an ownership of the premises as they move around the ground floor of the house with such confidence. The interaction between the children and the childminder is exceptionally warm, the children play in sibling like fashion choosing when to play together and when to become independent of each other. The older children are caring towards each other and show genuine care towards the baby in the setting. The garden to the rear of the property encourages children to learn about the benefits of outside play. The childminder has secured fencing to side of the house and has identified fencing to the rear of the garden as an area for improvement, however continues to maintain children's safety through her clear procedures and her ability to risk assess. Children understand about safety and are learning how to keep themselves safe, for example, as children sit in booster seats at the table for their craft activities, gentle conversation from the childminder reminds young children that the straps of the booster seat help keep them safe.

Babies and young children show how contented they feel with the childminder, for example, as they wake from their car seat on arrival and settle straight back to sleep with the childminder and at other times cuddle up with her for milk feeds whilst receiving lovely eye contact and smiles.

Through games, displays and activities organised by the childminder the children are developing an awareness of nutritional foods and keeping themselves healthy. They understand the benefits of exercise and the childminder has introduced this in so many innovative formats, including out door play, local parks, sing-along sessions with dancing, circle games and using the variety of musical instruments developing children's understanding of beat and rhythm. These are continually being added to, for example, as the childminder has recently introduced yoga and new computer programmes to help children learn the importance of sleep, healthy eating and keeping clean. Through comprehensive, detailed policies and procedures as well as additional information, parents are fully informed about reducing the risk of infection to protect their children and others.

Through their accessibility to resources that promote their understanding of information and communication technology, children are developing exceptionally well in their skills for the future. Young babies are able to access resources where if they push buttons they are greeted with lights and sounds and encouraged to try again, whilst older children are becoming very confident in using computers. Children are able to choose programmes on the computer, manoeuvre around the mouse with ease and are being further challenged as they learn skills such as click and drag as they move objects around the page. The childminder uses these preferred learning styles of the children to continue to develop their exceptional skills in numeracy. Young children are able to count in rote to high numbers and can clearly identify numbers one to ten as they are randomly asked. Through play, number rhymes, games and conversation children are being continually challenged further in their knowledge of numbers.

Communication, language and literacy skills are also being effectively promoted through a variety of different resources. The love of books for some children have been fully considered as several places within the home offer children opportunities to select their own book or share with the childminder. Through the use of resources such as hand puppets and the puppet theatre the children are developing their skills in conversation. All children are valued and engage in a wide range of activities and experiences which help them to value other's. The children's behaviour within the setting is exemplary because they are highly stimulated, focused on what they are doing and are effectively challenged for their individual capabilities.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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