

Inspection report for early years provision

Unique reference number	111626
Inspection date	11/02/2009
Inspector	Lynn Reeves

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 1995. She lives with her husband and their two children. They live in a house on Hayling Island, which is within walking distance of the beach, local parks, schools and shops. Access to the property is on one level and children have use of most rooms on the ground floor. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time. Currently, there are six children on roll, five of whom are in the early years age group. The childminder also cares for one child aged over eight years and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The family has cats, chickens and fish as pets. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children are very secure in their surroundings and thoroughly enjoy their time with the childminder. They benefit enormously from the loving relationships that the childminder has developed with them. Children's learning is extended exceptionally well by the childminder, who skilfully and effortlessly provides challenges that build on the children's existing interests and abilities. The childminder organises her business, documentation and environment extremely well, which benefits all the children in her care. The good range of policies and procedures and ongoing training ensures the provision continues to develop and improve. The childminder has an excellent awareness and understanding of the needs of each child in her care, thus ensuring that she is fully able to meet the needs of each child exceptionally well.

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 developing systems to evaluate practice

The leadership and management of the early years provision

The childminder is very enthusiastic and organises her home, documentation and overall provision extremely well. She is committed to improving her provision and childcare knowledge through attending regular training events. The childminder has developed effective policies and procedures and follows these to ensure children are safeguarded, for example, she keeps children under very close supervision at all times and all visitors to the property have to sign the visitor's book. Parents are provided with excellent quality information about the childminder, the service that she provides and the progress of the children in her

care. Parents are well informed about their children's general care and well-being and receive information about the daily activities, the children's diet and sleep patterns during handover time and via daily diaries. The childminder undertakes regular observations and uses these, along with photographs and a sample of children's work, to record progress.

The childminder evaluates most aspects of her practice, including the activities provided, to ensure the planned learning intentions are being met. She has introduced her own website to share information with parents and uses parent questionnaires to gain feedback to enhance her business. The childminder has extensive and detailed risk assessments, which are undertaken to enhance children's safety while in the home, garden and on all outings. The childminder has a very clear understanding of the child protection procedures and knows how to implement them to safeguard the children in her care.

The quality and standards of the early years provision

The childminder has an excellent understanding of the Early Years Foundation Stage (EYFS) and how children learn. She is able to identify gaps in children's learning and extend the activities to consolidate this. For example, knowing that by providing various coloured paints, children can help identify and name the colours as they mix and experiment. Children delight in showing off their creations, talking about the spiders and hand print patterns they have made and pointing to their previous creations displayed on the walls. Children are sociable and develop strong relationships with the childminder and other children in the home. They look forward to each other's company, laugh, giggle and cuddle each other and behave exceptionally well. Children respond to the childminder in a positive manner, for example, helping to pick things up from the floor when asked. The childminder develops very good, loving relationships with the children, which ensures that children are confident and secure in her care.

The childminder interacts exceptionally well with the children, asking open-ended questions to make children think and gives time to young children to work things out for themselves. She knows when to let play develop or to suggest ideas to extend learning. For example, as the children play peek-a-boo through the crawling tunnel the childminder suggests that the children make a tent. She provides them with additional resources, such as blankets and sheets and children use their imagination making up a game of hide and seek. The childminder is fully aware that children learn at different stages and that some have very short attention spans, therefore she continually changes the activities to keep them stimulated. For example, as an older child is happy to play with the farm animals, the younger child is given some large wooden puzzles to play with.

Children enjoy an excellent range of outings, including visits to the farm to feed the animals, duck ponds, lakes to try catching crabs, country parks and local play parks. Children access a wide selection of toys that reflect diversity; they often dress up and celebrate festivals. They grow seeds and plants and are currently experimenting with food tasting activities. Children's large muscle control is developing as they play on the trampoline, rope swings and ride sit on toys in the

garden. They bend and stretch dancing to music indoors, using their fingers and toes to act out the actions to favourite nursery rhymes and delight in showing off their roly-polys. The childminder organises her environment extremely well to ensure children experience a balance of adult-led and child-led activities. For example, children freely choose activities from low level storage but also engage with adult-led activities, such as cooking, planting and food tasting. Children access an excellent range of activities throughout their time with the childminder. The childminder provides an inclusive provision where all children have their individual needs met and enjoy activities and resources appropriate to their stage of development. The learning environment is well presented to ensure that children are able to make choices from the wide range of resources available to them, whilst having suitable space to play freely.

Observations of children's progress are recorded within their individual learning and development files and provide a clear and thorough record of children's progress. Photographic images are used well, along with written observations and the information gained from parents about their own child's starting points and capabilities. Development records clearly highlight the next steps in children's development, and the information is used exceptionally well to support and extend children's learning further.

Children's health and well-being are promoted extremely well by the childminder who implements effective and robust procedures at all times. Children learn how to stay safe as the childminder talks to them about road safety issues and not to jump about on the furniture in case they fall. Children regularly practise fire drills which ensures they know how to evacuate the premises in an emergency. Children gain excellent personal hygiene skills, learning to wash their hands before and after eating, and to use their hands to cover their mouths when coughing. Well managed systems are in place to ensure that all snacks and meals meet the individual dietary requirements of all children. Children are developing very good self-care skills as they help themselves to water from the dispenser, cut up their own fruit for snacks and choose from activities within the home. This develops their independence and decision-making skills. The childminder involves all children with activities and adapts her environment and resources accordingly to ensure all children feel valued and included.

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.