

Inspection report for early years provision

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| Unique reference number | 155655 |
| Inspection date | 25/02/2011 |
| Inspector | Susan May |

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| 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 2002 and is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is also a registered childminder and their adult son and children aged seven and eight years in Aldershot, Hampshire. The ground floor of the premises is used for minding and there is a fully enclosed garden for outdoor play. The family has two cats and two rabbits.

When working alone, the childminder may care for a maximum of six children under eight years at any one time and eight children under eight years when working with her husband. There are currently 10 children on role of whom six are in the early years age range. The childminder is a qualified nursery nurse, and holds a level four National Vocational Qualification in Childcare and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish when in the care of this childminder. The excellent relationships developed with parents, carers and other early years practitioners are a key strength of the setting and ensure the childminder has a very good knowledge of each child's individual needs and requirements. Children's welfare and learning needs are met exceptionally well by the experienced and dedicated childminder. Her excellent knowledge of child development and the Early Years Foundation Stage allows her to plan an interesting and stimulating range of activities, resources and outings that are continually being developed to enable all children to make very good progress towards the early learning goals. The childminder evaluates her provision and has a positive approach to improvement. She gains the views of parents who use her provision and builds on her existing strengths to the benefit of all children in her care.

What steps need to be taken to improve provision further?

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

- developing children's phonological awareness through rhyme and their knowledge of the alphabetic code

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded as the childminder has a very clear understanding of her role and responsibilities to protect children in her care.

Children are cared for in a safe and secure environment, all adults in the household have appropriate checks and children are never left unattended with unvetted persons. The childminder is very enthusiastic about her work with children and uses her many years of experience as a childminder to ensure children thoroughly enjoy their time with her. She demonstrates excellent organisational skills and has a range of highly relevant, policies and procedures relating to all aspects of children's welfare in place. Children move freely and safely between areas of the childminders home as rigorous daily safety checks support risk assessments. Risk assessments are completed on outings to ensure the ongoing safety of children when away from home.

The child orientated play areas enable children to independently choose from an interesting and stimulating range of toys and resources. Photographs of other resources, for example, any too large to be easily accessed by the children are prominently displayed and on request made available. Inclusion is threaded through the childminders practices, for example, activities are adapted and strategies devised to ensure that all children are able to take part in all activities. Children are welcomed as they arrive and have individual coat pegs with their name and picture displayed. This helps children feel comfortable and settled and gives them a sense of belonging.

The partnership with parents is outstanding. The childminder recognises the importance of working with the parents to ensure children's interests and development needs are addressed and their welfare fully promoted. The parent's notice board contains a wide range of range of information and leaflets. Parents receive regular information, through verbal communication, the daily diary, newsletters and regular access to their child's individual file. Parents make many positive comments in their feedback information and thank you letters. They talk about their children being offered a fantastic service, the support they are offered as a family and the advice they have received to help extend learning at home. All parents comment on how flexible and accommodating the childminder is to their individual requirements for their child. They describe the setting as exceptional happy, caring and stimulating. The childminder has developed excellent links with other settings the children attend. For example, Regular meetings to share information with others involved in the children's care and learning such as staff at the preschool ensure continuity and coherence in children's learning and development. The childminder regularly meets up with other childminders in the area to ensure they share their ideas and best practice. The childminder has a clear vision for her service and is highly motivated and committed to improving her knowledge and practice. She attends regular training courses and has obtained a National Vocational Level Four in Childcare and Education. Excellent systems are in place to monitor and evaluate her practice. The childminder and her husband successfully self-evaluate and this along with regular monitoring and purposeful reflection ensures the continued provision of the best opportunities for children in her care.

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

Children relish the time they spend with the childminder, her husband with whom she co-childminds and their family. Children are very confident and secure in their surroundings as they have sufficient space to move around and play in a safe, clean environment selecting from a range of well-maintained resources. Children thrive as the childminder clearly enjoys her work and is passionate about providing high quality care and learning opportunities based on the children's individual needs. There is an excellent balance of adult led and child initiated experiences based around play. Children develop positive attitudes towards learning as the childminder and her husband plan flexibly to reflect the interests and spontaneity of the children providing activities that are appropriate and fun. The childminder and her husband observe children during their activities in order to assess and record their progress. Each child has a development plan that is reviewed with parents six monthly. The childminder includes parents in the learning process requesting their input, for example, after a child has been on holiday she asks parents to complete a form about what their children have been doing, whether they have noticed any areas where children have progressed and to provide any information that could be used to help plan for next steps. This helps monitor how effectively children's development across the six areas of learning is supported and helps to identify any areas of possible concern. This helps children make good progress towards the early learning goals.

Children happily participate in activities which cover all their areas of learning and help develop their future life-skills. For example, growing a range of fruit and vegetables so they are beginning to be aware of where food comes from and choosing plants to go in the childminders garden. They also readily access everyday technology, for example, as they make phone calls home during role-play. Older children have access to electronic toys and games. Children thoroughly enjoy being creative and using their imagination, and many examples of their work is displayed around the home or pasted into scrapbooks to be given to parents. A number of photographs show them participating in a range of activities that helps promote and develop their creativity. Children's understanding of number is developing very well. For example, counting as they play hopscotch in the garden. They also talk about size, colour and shape as they make towers and count building blocks. Children's posters identifying letters and number are displayed to help children begin to recognise that words and numbers have meaning. Outings to local attractions, farms and meeting with other childminders at a toddler group the childminder has set up helps children to be aware of the local area, enjoy new experiences and to socialise with others. Children begin to be aware of the wider world and their own heritage as the childminder celebrates festivals and events that are important to them, this helps raise children's understanding of the diverse society in which we live.

Children's behaviour is exemplary. They learn about acceptable behaviour as the childminder and her husband provide calm role models who are very committed to promoting good behaviour and manners. The childminder uses positive strategies, such as clear explanation and distraction, to help children begin to learn to share

and take turns. Children have established excellent caring and trusting relationships with the childminder and her family they are highly valued and readily receive lots of hugs and cuddles from the childminder. Praise and encouragement is continually given and the childminder listens and respects what they have to say. Children make requests of the childminder for stories and happily sit comfortably with her listen to, participate in and ask what the words say in books, the childminder repeats some words that start with the same letter but does not regularly use rhyme and words to help develop children's phonological awareness and knowledge of the alphabetic code. Children have ample opportunities to mark make indoors and out and develop control as they use crayons, pens, pencils to draw on small and large pieces of paper or use brushes to paint with water and chalk on the patio.

Children are developing an excellent understanding of keeping healthy. They can access their drink when required and the childminder offers a home cooked menu or if parents prefer they may provide their own meals. Parents are given leaflets providing information about good nutrition and healthy foods to encourage them to provide healthy snacks and meals for the children. Children have access to fresh air as they regularly play in the garden and visit local parks where they play on a range of outdoor equipment. They are aware of hygiene issues such as, washing their hands before eating and can identify their own towel and flannel. The childminder ensures children's health is protected when in her care by a range of policies and procedures including an epidemic virus procedure. Children are able to rest and relax when they require and the childminder regularly checks young children who are sleeping in another room. Children are beginning to be aware of their own safety for example, as they make traffic lights, talk about stop and go and make roads on which to ride their bikes in the garden. This is reinforced as they talk about road safety procedures when on outings.

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

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| 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

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| 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 | 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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| 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

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| 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

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