

Inspection report for early years provision

Unique reference number	143266
Inspection date	01/06/2009
Inspector	Clare Moore
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 was registered in 1996. She lives with her husband and three teenage children in the Farlington district of Portsmouth. The main area used for childminding is the playroom and some areas of the house are accessed mainly by older children with agreement from the childminder. There is a secure garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in the early years age range and three children over five, one of whom is under eight years of age. She receives funding for educational provision and is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder walks or drives to local schools to take and collect children, regularly attends children's groups and visits parks and shops. She holds a level 3 qualification. The family has a pet dog and some smaller animals.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder knows the children she looks after very well as individuals which enables her to tune in to their interests and needs and offer a dynamic and inclusive service. She has a very professional approach and constantly evaluates everything she does to lead to continuous improvement. She has completed a comprehensive self-evaluation. Children are happy and settled as the childminder creates a calm and positive environment. They enjoy attending, making choices and taking part in the many exciting activities and outings on offer.

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 develop the documented risk assessment to make it more specific to the individual setting and include the trampoline

The leadership and management of the early years provision

The childminder is strongly committed to the quality of service she provides to the children she cares for. She attends training courses to update her skills and liaises with other professionals to share information and knowledge. She has an excellent partnership with parents making sure they are well informed about the children, how the setting runs, sharing aspects of care and offering encouragement and support. She seeks the views of parents through daily discussions and also more

formally through questionnaires inviting ideas and suggestions of anything that might lead to improvement. She also liaises with other settings children attend so that both settings can work consistently together to support learning and welfare.

She regularly undertakes clear risk assessments and maintains careful supervision promoting a high standard of safety at all times though there is a small amount of detail specific to the setting which is not yet documented. The risk assessments she has developed to cover outings which she has based on her own practical procedures are particularly effective. Children are safeguarded very well as the childminder is confident with her knowledge and understanding of the subject and continues to keep herself up-to-date through attending training.

The quality and standards of the early years provision

Children are becoming very aware of how to keep themselves safe through sharing books that raise issues such as fire safety, taking part in evacuation practice, using pelican crossings and being responsible in how they use the trampoline. This is because the childminder recognises this is a high priority and skilfully weaves it into practical every day activities.

Children are fit and healthy as the childminder promotes a varied diet giving particular attention to the five-a-day campaign to encourage eating more fresh vegetables and fruit. She makes sure children are well hydrated by frequently offering drinks and, during outdoor activities, placing a jug on the table for children to help themselves. Children often enjoy fresh air and vigorous exercise using an exciting range of apparatus at home and the park which helps to keep them fit and develop physical skills. For example they climb and balance using a chain ladder, narrow wood steps, climbing frames and slides. They also use wheeled toys, ball play and the trampoline to promote co-ordination and control.

Children make excellent progress in their learning and development as the childminder plans ahead in flexible way, she documents observations, takes photographs and keeps samples of work to supplement and provide a background for their learning journeys. All the children have daily diaries and parents are involved through making their contributions to the children's records.

Children are encouraged to make choices and are offered activities centred around their interests which are used to promote the six areas of learning in the Early Years Foundation Stage. For example, as they play with dolls they develop language skills because the childminder is involved and talking through the activity with them. They explore shape and size as they dress the dolls and look for a doll whose mouth is the right size for the feeding bottle. They consider numbers as they count and use their imagination and creative thinking as they work through the routine of feeding, bathing and putting to bed with a covering of blankets. Children enjoy books and stories immensely, snuggling in on the childminder's lap and becoming absorbed in the theme, turning pages and looking eagerly at the pictures and responding as the childminder reads in a lively way to bring the story to life.

Children are settled, positive and very well motivated. They consider the reactions of others as they use polite phrases such as 'excuse me' and 'thank you' from an early age as they respond to the good role models around them and a desire to please. They find out about taking turns as they wait for a favourite toy to become free when they go to groups. They use technology as they operate controls when they visit a sensory centre to change and manage light and sound and older children play electronic games which helps develop skills that will contribute to future economic well-being.

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

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