

Inspection report for early years provision

Unique reference number	143242
Inspection date	05/06/2009
Inspector	Michele, Karen Beasley
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 1989 and is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and three older children and one school aged child in a house in Southsea, within walking distance of local schools, shops and parks. The whole of the ground floor is used for childminding. The childminder is registered to care for a maximum of five children at any one time. The family do not keep pets. There is a secure garden for outdoor play. The childminder has six children on roll, of whom three are in the early years age group. The childminder takes children to the park, canoe lake, for walks in the locality, swimming and attends music sessions.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children settle happily to their activities and have caring relationships with each other and the childminder. They make good progress in their learning and development through accessing a stimulating range of activities, and the childminder promotes their welfare well. The childminder develops close partnerships with parents, who highly value her service. Children benefit from an inclusive environment that reflects their individual backgrounds, such as home cultures. The childminder has a realistic view of the strengths of her provision and areas she wishes to improve. This means she is able to build on the good practice already in place and maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to build on and maintain effective working partnerships with parents, carers and other agencies in relation to children's learning and development

The leadership and management of the early years provision

The childminder has made improvements since her last inspection, such as having a fire blanket in place. She has a sound understanding of her role and responsibility for safeguarding children and knows what action to take should she have concerns about a child. Parents are given information of the childminder's duty to report any concerns she may have regarding their children's welfare. The childminder holds a current first aid certificate and children are protected from illness and infection through the procedures the childminder has in place.

The childminder develops strong relationships with parents. She shares her portfolio, which provides well written and detailed information about her setting.

Her policies reflect her commitment to safeguarding children and in providing an inclusive setting. Letters from parents show appreciation of how well the childminder values and includes children's individual needs. Learning journeys provide information of some of the activities their children have engaged in. Information of the progress their children are making while in the childminder's care is exchanged. Parents are encouraged to discuss with the childminder any achievements their child has made or interests they may have expressed at home, this information is then taken into account when the childminder plans future activities.

The childminder is aware of activities that other Early Years Foundation Stage (EYFS) providers are providing for children in her care. She has developed a system to liaise with them regarding the progress individual children are making. This is still in its infancy. The childminder recognises the importance for continuous development in this area to ensure all children's individual care, learning and development needs are being met and progression is taking place.

The quality and standards of the early years provision

Toys and resources are stored at low level and easily accessible, enabling children to make independent choices within their daily routines. Children enjoy making their own choices in play, which allows them to follow and develop their own interests, for example, piecing together and playing with a train track and trains. This is extended well by the childminder, who sustains children's interest by joining in by helping the children problem solve how to put the track together. The childminder ensures children are provided with a balance of child-initiated and adult-led activities, such as marble rolling and decorating biscuits. She is active in her use of praise and encouragement. As a result, children have secure relationships with her and are developing their confidence and high levels of self-esteem. Samples of children's work displayed provide children with a sense of belonging.

The childminder has sound knowledge of the EYFS and uses her skills and experience to ensure children's individual needs are met. She has a clear recognition of each child as an individual and appropriately supports children to make good progress in their learning. Records to show the stage of development children are at in all six areas and their next steps in learning in relation to the early learning goals of the EYFS are clear. They contain the written observations the childminder makes while children play, and these are supported by photographs and samples of their work.

The childminder uses the outdoor environment as a good learning resource for children. Children develop their large motor skills through the regular opportunities they have to use equipment, such as a Basketball net, swing ball and coupe cars. She takes children out every day to experience the wider community, such as swimming, crabbing with nets and buckets, and picnics with other minded children. This helps children develop awareness of their community.

Children are learning how to keep themselves safe; they regularly practise the

procedures the childminder has in place for evacuating the premises in the event of an emergency. Children are developing independence in their self-care and are beginning to have an understanding of aspects of hygiene, such as washing their hands through daily routines and activities they engage in. Children's behaviour overall is good; they show respect for the toys and resources, and care and concern for others. In addition, they are developing good manners, which is encouraged by the childminder.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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