

Inspection report for early years provision

Unique reference number	143272
Inspection date	04/06/2009
Inspector	Christine Clint

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.

Description of the childminding

The childminder was registered in 1997. She lives with her husband, two teenage daughters and an adult son. The home is situated in Copnor, a suburb of Portsmouth in Hampshire. Children play on the ground floor, in the kitchen/dining room and have access to an enclosed rear garden. They also use the sitting room for quieter activities and for sleeping during the day.

The childminder is registered to care for a maximum of six children under-eight years. She is also registered to care for children overnight and is a community childminder. There are currently four children attending the provision and three children are in the early years age group. At the time of the inspection one child in the early years age group was present. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is a member of the Portsmouth childminding network and is an accredited early years provider.

Overall effectiveness of the early years provision

The overall quality of the provision is good. The childminder fully promotes children's personal, social and emotional development and their individual learning through play and everyday activities. She provides dedicated care, attention and dialogue, which is consistently appropriate for the age and stage of children attending. This encourages children's interests and involvement at all times. The childminder shows sound experience and knowledge, she has attended training and adapted her daily practice to meet the early years regulations.

What steps need to be taken to improve provision further?

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

- extend the fire emergency procedure to show how an evacuation from the top floor of the home will be managed when caring for children overnight
- continue to develop the children's records of assessment and show how their progress in learning is linked with parents and other carers.

The leadership and management of the early years provision

Children play safely and securely within the family home because the childminder spends all her time with the children and she encourages their understanding of safety through explanation. She has organised the home into secure areas for play and quiet time or rest; children are fully supervised in the garden. The childminder has developed thorough systems to record any hazards to children and these are checked regularly. For example, clearly recorded information shows how and when the rear gate padlock was repaired and the stair gate was also replaced because it was old and worn out. The childminder has extensive experience in

caring for children and offers emergency care for children in the community, which often includes overnight care. Fire safety equipment is in place on all floors of the home and the childminder has developed and practised an emergency evacuation procedure. Although, this does not show how evacuation during the night, from the upper floors of the home would be managed. All regulatory documentation for children's welfare and safety is clearly in place and fully supported by written parental permission.

The childminder has completed a comprehensive evaluation of her childcare provision and has included areas for improvement within the home and updated her knowledge by attending training. She has also increased her knowledge and understanding of children's learning through play and introduced records of development for each child in the early years age group. The childminder continues to have close involvement with the wider early years network and agencies within the community.

There are well established partnerships with parents and all contracts and recorded information are clearly available. Parents provide full details about their children and sign to confirm that they have read the childminder's policies and procedures; these have been developed to enable parents to understand the regulations. The childminder provides individual, daily written information to cover all areas of care and children's routines; she also includes their daily activities or any outings to local groups. Some parents and older children have provided feedback about the care and activities the childminder provides through completed questionnaires. Most communication with parents is verbal and systems have not yet been established to share the written records of children's learning and progress with parents and other carers.

The quality and standards of the early years provision

Children show that they are settled and secure with the childminder because she spends all her time interacting with them. She fully encourages play and offers ideas for extending imaginary situations; she inspires children with her enthusiasm and she supports their decisions. Children play with an aeroplane and the childminder talks about making room for a runway, she introduces new words simply and small children repeat these. They talk about the plane flying to other countries. Children eagerly listen to stories and the childminder sits with them on the floor to enable them to see the pictures together. Small children show enthusiasm for songs and singing with the childminder, she carries out the actions with them and they spontaneously move to the rhythm. They use different scarves to throw in the air, they talk about the colours and the movement. The childminder recognises when children show an interest in numbers, she encourages counting in many songs and actions and she counts with small children when they climb the stairs.

Small children show sound development in co-operation and this is because the childminder provides opportunities for children to participate throughout all play and routines. She uses clear techniques of simple questioning and small children are very eager to help. For example, the childminder asks if children can remember

where something belongs, because she has forgotten; they are instantly keen to show they can do this and the childminder praises their help. Children are learning to use wipes themselves, they wash their hands with the childminder and have steps to the sink. They all have individual towels and flannels. Children are encouraged to eat healthy snack food and spend time in the fresh air. The childminder is aware of needing shade in the garden at times and she has temporarily used the parachute.

Children can access many resources easily, because they have a very child centred environment within the home and toys are in boxes with labels. Posters and pictures are at child level. Children often learn to use sign language because the childminder teaches this and encourages small children; she fully understands how important communication is in their development. Children also have regular opportunities to socialise and meet other carers and children. They have group craft and play dough activities, they frequently have outings to local places of interest and they have opportunities to develop relationships with children who will attend their school or pre-school.

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?	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