

Inspection report for early years provision

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| Unique reference number | EY350230 |
| Inspection date | 03/07/2009 |
| Inspector | Lisa Jane Cupples |

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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.

Description of the childminding

The childminder has been registered since 2007. She lives with her partner and their child, who is aged under one year, and a lodger in a house in the North End, a residential area in Portsmouth. The premises are easily accessible and the majority of the ground floor is used for childminding, with rest facilities on the first floor. There is a fully enclosed garden available for outdoor play and the family have a dog.

The childminder is registered to provide care for five children under eight years, of these, only two may be in the early years age range. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder currently provides care for two children in the early years age range on a part time basis.

The childminder is a member of the National Childminding Association and a member of an accredited childminding network. She holds a Diploma in Home-based Childcare and the childminder takes the children to local toddler groups on a regular basis.

Overall effectiveness of the early years provision

The quality of the provision is good. All children are happy and settled during their time at the setting. The childminder takes the time to get to know the children and their families well, enabling her to provide a wide range of learning opportunities to promote the children's development in all areas. Clear policies and procedures are implemented effectively to provide a safe and secure environment for all children. The childminder evaluates her practice well and continually attends training events to ensure her knowledge and expertise, as well as the quality of the provision, continues to improve for the benefit of all the children who attend.

What steps need to be taken to improve provision further?

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

- further develop the information gathered from parents regarding the children's starting points, with regard to their learning and development to ensure activities and experiences are planned to meet their individual needs as soon as possible
- provide opportunities for parents to make ongoing written contributions to their children's progress records to fully involve them in their children's learning
- continue to develop the use of the outdoor play area to ensure all six areas of learning are covered equally, both inside and outside.

The leadership and management of the early years provision

The quality of the provision is good. The childminder evaluates and assesses her provision well to ensure it meets the needs of all children. For example, the childminder organises the daily routines and outings around the rest requirements of the young children in her care. This ensures all children are able to participate fully in the activities and experiences provided. Children benefit from the good partnership with parents and information is shared verbally on a daily basis to ensure the parents are kept informed about their children's progress and general well-being. The childminder meets with the parents before the children attend to gain information about their individual needs. However, the information is related to their welfare needs, for example, sleeping routines and diet, and does not include information about the children's starting points with regard to their learning and development. This prevents the childminder from planning activities to reflect the children's interests and abilities as soon as they begin attending. Parents have access to their children's records at any time on request. However, they do not currently have the opportunity to make ongoing written contributions to the records about the children's progress or their learning at home. The childminder has a good understanding of the child protection procedures and knows how to implement them if she has concerns about any children in her care. The written policies are shared with parents to ensure they are fully aware of her responsibilities towards safeguarding the children. The childminder provides a safe and secure play and learning environment because she is vigilant and minimises the possible risks to children. Full written risk assessments are carried out and reviewed regularly and safety equipment, such as stair gates and corner protectors, are used to protect the children from possible harm as they are learning to walk.

The quality and standards of the early years provision

All children have access to a wide range of age and stage appropriate toys and resources, which are stored at a low level. Children self select the play materials throughout the day, increasing their independence and decision making skills well. The childminder has a good understanding of the Early Years Foundation Stage (EYFS) and provides a well balanced programme of activities and experiences for the children inside. However, the learning opportunities provided in the garden do not always cover the six areas of learning, to ensure children receive an equal balance of indoor and outdoor play and learning opportunities. The childminder is attentive and responsive to the children's needs, interacting extremely well as she sits on the floor and participates fully in the activities. She asks open-ended questions as the children play, encouraging them to think about what they are trying to achieve. For example, the childminder talks about the size of the play figures and if the children think they will fit inside the toy bath tub. Children use mathematical language and describe position and shape during free-play. They use their imaginations well as they role play and sing songs. The children play a range of musical instruments and are beginning to match actions to rhymes. Children's social skills are developing well as they begin to share and take turns. They show consideration for others at a young age, for example, moving the toy push chair

out of the way so the youngest children can walk past. Children enjoy listening to stories and handle books correctly. They have access to mark making materials at all times, helping to develop their emergent writing skills. The childminder organises the space available well to enable the youngest children to practise their new found walking skills and they can move around holding the furniture or use push-a-long toys for support as their confidence grows.

Children are beginning to learn the importance of healthy eating through discussion and the provision of healthy and nutritious snacks and meals. Children have fresh fruit and vegetables, and other healthy choices. The childminder has a good understanding of healthy eating and works closely with the parents to ensure all the children's individual needs are being met. She discusses and records the children's individual needs with regard to allergies, medical, cultural and dietary needs on their registration forms for future reference. Children are beginning to learn about keeping themselves safe through routines. For example, the children know they must wear sun hats in the garden in warm weather to protect themselves from the sun. They practise regular fire drills with the childminder to ensure they know what to do in the event of an emergency. Children have access to a range of multicultural resources on a daily basis, promoting their awareness of diversity from a young age. The childminder has a lot of experience of caring for children who have learning difficulties and works closely with parents and if necessary other agencies to fully support all children. Children behave well because the childminder implements clear rules and boundaries consistently. As a result, the children know exactly what is expected of them. The childminder uses distraction and reasoning with the children, depending on their age and stage of understanding and always ensures she gives clear age relative explanations, helping the children to develop a clear sense of right and wrong.

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

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| 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

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| 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

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| 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 |

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