

Inspection report for early years provision

Unique reference number	EY379387
Inspection date	08/07/2009
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 2008. She lives with her partner and their two young children in a house in Southsea. The ground floor of the childminder's home is registered for childminding and there is a fully enclosed rear garden available for outdoor play. The premises are within walking distance of local shops, schools and parks.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. She is currently minding one child in this age group. She also offers care to one older child. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The quality of the provision is satisfactory. Children make steady progress in all areas of their learning and enjoy the time they spend with the childminder. The childminder works alongside parents to ensure all children's individual welfare and learning needs are appropriately supported. Systems in place for self-evaluating the provision assist the childminder in making her aware of the strengths and areas that she needs to further develop.

What steps need to be taken to improve provision further?

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

- continue to develop the use of observations made of children so it is clear to see the stage of development children are at in relation to the early learning goals of the EYFS and what the plans are for their individual next steps of learning
- continue to develop a system for the two way sharing of information with other EYFS providers to ensure the care children receive and the progress of their education is continuous
- ensure regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved

The leadership and management of the early years provision

The childminder has completed several relevant workshops to further her knowledge. She is committed to ensuring her provision is inclusive to all children and families. The childminder demonstrates a satisfactory understanding of the Early Years Foundation Stage (EYFS), which enables her to promote outcomes for children. She has started to devise and uses systems to enable her to liaise with other early years providers. However, this is still in its infancy. She recognises this

as an area of improvement in order to wholly meet the needs of the children.

The childminder has established positive relationships with parents. She requests plenty of initial information from them in order to meet their children's needs. The range of written policies and procedures the childminder works to are shared and discussed with them. Parents are kept informed about some of the progress their children are making through the use of a daily diary and the verbal communication systems in place.

The childminder informally self-evaluates her own practice; this shows that she has a commitment to developing aspects of the service provided. She is fully aware of her responsibilities for ensuring children are safeguarded and knows what action to take should she have concerns about a child's welfare. Risk assessments are undertaken to minimise risks to children while in the home and on some outings. Although there is an emergency evacuation plan in place, the childminder has not carried this out frequently with children to ensure that they know what to do in the event of a fire.

The quality and standards of the early years provision

Children are supported within the childminder's home where they enjoy their play and learning. The learning environment provides opportunities for children to partake in range of activities which meet their all round development needs. Systems to show how children's learning is to be progressed are not yet fully developed, and although regular observations are carried out on all children while they play, they are not being linked to the six areas of learning. As a result, it is not clear to see the stage of development children are at or what the plans are for their next steps in learning in relation to the early learning goals of the EYFS.

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, playing educational games on a lap-top. The childminder ensures children are provided with a balance of child-initiated and adult-led activities, such as cooking. This helps children's physical and creative skills as well as incorporating maths and developing their concentration. The childminder is active in her use of praise and encouragement. As a result children are developing confidence and levels of self-esteem.

The childminder takes an older child to a local school in the morning. She also takes the children to a local park, adventure play areas, a farm, an aquarium and a beach on a regular basis. This promotes their health and well being. Children plant tomatoes and sunflowers. They learn how to care for these as they water them.

Children are developing independence in their self care and are beginning to have an understanding of aspects of hygiene through daily routines and activities they engage in, such as washing their own hands before snack time. The childminder aims to ensure all children eat healthily; she provides a variety of snacks and meals, such as pieces of fresh fruit, carrot, cucumber, beans and scrambled egg.

Drinks are continually available, and all children's dietary requirements are adhered to which aids their 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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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