

Inspection report for early years provision

Unique reference number	EY389821
Inspection date	18/11/2009
Inspector	Michele, Karen Beasley
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2009. She lives with her husband and their three children, the youngest being pre-school aged. They live in a house in the Forton area of Gosport in Hampshire. The whole of the ground floor of the home is used for minding. The childminder uses community provision for outdoor play. The house is within walking distance to local amenities such as schools, pre-schools, shops and parks. The family have several rabbits.

The childminder is registered to care for a maximum of four children under eight years at any one time; of these, one may be in the early years age range. Currently, the childminder has one child on roll in the early years age group who attends part-time. Care is also provided for two children aged over five years. This provision is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers the children a homely environment. Her approach with the children is calm and affectionate; she dedicates her time to the children when working, ensuring they all achieve well while having an enjoyable time. Overall, the childminder provides an inclusive setting for all children where they have opportunities to learn about their local area and aspects of the world around them. The childminder gains an understanding from parents about their children's individual needs to ensure they are fully met. Records required to meet the welfare requirements of the Early Years Foundation Stage (EYFS) are in place. Through self-evaluation, the childminder has identified the need to develop her knowledge of the areas of learning within the EYFS and has planned how this is to be addressed, showing she has the capacity to improve.

What steps need to be taken to improve provision further?

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

- develop systems of self evaluation to identify and maintain continuous improvement

The effectiveness of leadership and management of the early years provision

The childminder develops and regularly reviews her comprehensive and inclusive policies and procedures. She ensures parents understand her policies by discussing them during introductory meetings. The childminder records her thorough risk assessments, and takes steps to reduce hazards effectively. She has a clear

understanding of the possible signs of abuse, knows to record any concerns and commits to taking appropriate steps promptly. This safeguards the children well. All adults living in the premises are known to Ofsted and have been suitably vetted.

The childminder provides a wide range of activities and resources for the children. Children develop awareness of diversity, cultures and ethnic backgrounds through playing with resources and dressing up clothes depicting different nationalities. Children go on frequent outings into the community when they meet people from socially diverse backgrounds. The childminder rotates resources to maintain the children's interest, and stores toys so that they are easily accessible to them. This good organisation of resources and routines supports children's care and learning well.

The childminder establishes strong relationships with parents. She meets both parents during the initial registration visit in her home prior to children starting in her care. This provides good opportunities to discuss her provision and their needs in detail. Parents complete contracts, consent forms and forms that seek additional information about children's individual needs, interests and dislikes. This helps the childminder identify their starting points, home routines and backgrounds in order to provide continuity in their care and development. Once care is established, she shares information with parents through daily discussions at handover. This keeps parents well informed about their children's interests, new friends and activities, as well as care details such as their diets and naps. She involves parents in their children's learning by sharing their children's progress records and assessments of their learning and next possible steps.

The quality and standards of the early years provision and outcomes for children

The childminder supports children's learning and development well. She is quick to follow their interests and builds on these to extend their development and learning. Children are keen to participate in activities and they show great delight as they play with cooked and coloured different textured pasta, transferring it from one different sized bowl to another. Toddlers enjoy looking at themselves in a mirror while feeling spaghetti run through their fingers and drop onto their hair. The childminder encourages children to develop strong communication skills as she introduces new words which they repeat, such as 'slimy' when the pasta runs through the children's hands while trying to catch the ends. Children show good levels of confidence and independence as they choose their own resources that are easily accessible. They role play with ethnic dolls, feeding them play food. Children show curiosity as they work out how to hammer coloured pegs through holes in a wooden toy. The childminder takes children out for physical play to the park or soft play areas, where they develop physical skills, such as climbing, running, going over and under obstacles, going down slides and interacting with other children. These activities help children develop enthusiasm for learning and confidence to try new things, and they make good progress towards the early learning goals.

The childminder observes the children as they play and uses photographs and

written observations to record their progress towards the early learning goals. She summarises their learning and identifies their next possible steps and develops activity plans to support these. The childminder uses her records to ensure that children make progress in all areas of learning. She liaises closely with parents for them to contribute to their children's progress records to provide a more complete picture of their development.

Children show they feel safe and trust the childminder as they give her spontaneous hugs, and as they laugh and have fun while enjoying their activities. Children learn to play safely with the childminder's close support. They learn how to recognise and manage risk as they learn about sitting down on a booster seat properly at the table to be strapped in. The childminder provides snacks and takes account of the children's likes, dislikes and any allergies. This supports their health well. Children have their drinks available at all times and recognise which is theirs, which promotes good hygiene as they use their own beakers. Routines support good hygiene and the premises and equipment are clean and well maintained.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
------------------------------------------------------------------	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
--------------------------------------------------------------------------------------------------	-----