

Inspection report for early years provision

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Inspection date	11/02/2010
Inspector	Judith Reed
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.

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Description of the childminding

The childminder was registered in 1991. She lives with her husband and two adult children in the Elson area of Gosport. The house is within walking distance of local schools, pre-schools and parks. The ground floor of the childminder's home is used for childminding as well as the bathroom on the first floor. There is a fully enclosed rear garden for outside play. The family have a pet dog, which has restricted access to all areas of the home. The childminder works in close partnership with her husband who is also a registered childminder.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from a local school and goes to toddler groups and the library regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning is effectively supported because the childminder knows children extremely well and talks to them constantly encouraging their development. Equality and diversity is suitably promoted as various resources reflect diversity and the childminder acknowledges some festivals from around the world. The childminder is committed to ongoing improvement of the childminding setting and enthusiastic about accessing further training to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop knowledge of supporting children with English as an additional language or special educational needs and/or disabilities
- use self-evaluation as a tool to plan ongoing development of the childminding setting.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has a suitable safeguarding policy in place and she discusses it with parents/carers. She is fully aware of procedures to protect the children and is particularly careful to only allow children to leave the home with adults as informed by parents/carers. The childminder holds all necessary consents and records to ensure children's safety. Children learn

to behave in ways that are safe for themselves as they walk to and from school, pre-school and local parks. The childminder talks to children about stranger danger. Risk assessments are completed around the home, garden and for outings. The childminder uses stair gates to restrict the movements of the lively dog around the home. Both front and rear doors are kept locked at all times. Children show that they feel safe because they are happy and relaxed with the childminder and they have their own comforters if they need to rest or are unsettled.

The childminder is enthusiastic about caring for children and is committed to ongoing development and improvement through training. She reviews the strengths and weaknesses of her childminding provision. The childminder has not employed a self-evaluation document which would help to appropriately target ongoing training to improve outcomes for the children. She builds a very positive relationship with parents/carers and provides daily verbal feedback about the children. Parents/carers review children's development records regularly and state that they are very pleased with children's excellent progress. They are very grateful for the support of the childminder and acknowledge the valuable role of the childminders in the children's lives. The childminder works with other professionals and the local pre-school to support children and to ensure children's individual needs are met.

The childminder has some understanding of equality and diversity and provides toys and books which reflect diversity. Children use equipment which is appropriate to their age and stage and activities are adapted to allow all children to participate meaningfully. The childminder has little experience of caring for children with special educational needs and/or disabilities, or those with English as an additional language and further knowledge of these areas is required. The childminder ensures that all toys and resources are easily accessible to the children. They may help themselves to equipment from the well labelled drawers and storage boxes in the conservatory. Children bring toys to play with into the living room, making choices about their own activities.

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

Children are busy and interested in the wide range of activities available. The childminder has a sound understanding of the Early years Foundation Stage (EYFS). She makes regular brief observations of children's development and records them alongside photographs. Parents/carers find these developmental records easy to understand and can immediately see what their children have been doing. The childminder also records children's next steps of learning alongside the observations for parents/carers to see. Planning is informal, however, the childminder knows the children very well and includes these next steps in ongoing activities. Children make good progress. They particularly enjoy imaginative play and create their own scenarios. For example, children set up a shop on a low stool and ask the childminders to 'Come and do shopping'. They also bring the play kitchen from the conservatory and ask the childminder to 'Do cooking!' Children request that the childminder dresses in a small apron and reminds her several

times to return to the kitchen and 'Do cooking!' Children also request the musical instruments box in brought into the living room. They play with a variety of the musical instruments and ask childminder to dance. The childminder skilfully asks the children to show her how to dance and children instruct her how to dance with some long ribbons. Children ask the childminder to copy what they are doing. They feel valued as their actions are mimicked by the childminder. Children's personal, social and emotional development is enhanced as the childminder communicates with them and asks their opinion. Children are encouraged to have good manners and to behave appropriately. They help to tidy away toys before bring further items from storage. They also set up a suitable place to have their snack on a low stool and are responsible. This all helps to build children's confidence and self-esteem.

Children develop a healthy lifestyle through daily physical exercise when walking to and from school. Children generally enjoy daily opportunities to use the garden, however, a fire in the house next door has made garden unsafe at present. The childminder also takes children out regularly to the park and the beach. They feed the ducks and enjoy weekly outings to nearby shops. Children understand and adopt healthy habits through having plenty of drinks of water throughout the day. Water is available at all times and when children request a drink the childminder directs them towards their water. Children have several small snacks throughout the morning and consume some toast and later some fruit. Children are offered a choice of fruits and choose grapes and apple. They share the apple with the co-childminder. Children clean their hands before having snack and bring their plates into the living room to sit at a low stool. They also ask for drinks of milk and orange juice. The childminder provides a nutritious lunch of sandwiches or crackers, with cheese or cold meat and salad vegetables. The childminder ensures she is aware of children's dietary requirements and food allergies. Children's health is promoted because all necessary steps are taken to prevent the spread of infection, for example, children's hands cleaned before and after having snacks and meals. Children have their own individual hand drying towel in the bathroom. The childminder is well organised and children's health and welfare are effectively underpinned because the required documentation is in place. Children's personal documentation is stored confidentially in their own personal folders. Individual record sheets are used to record any accidents and medication administered according to instructions.

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	3

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	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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
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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

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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