

Inspection report for early years provision

Unique reference number	111190
Inspection date	10/02/2010
Inspector	Lilyanne Taylor

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.

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 has been a registered since 1997. She lives with her husband and two adult sons in a chalet style home situated in a residential area of Gosport. The whole house is registered for childminding; however, the childminders' normal practice is to use the downstairs only. There is a fully enclosed garden available for outdoor play. The premises are within walking distance to schools, parks and shops. The family keep two cats as pets.

The childminder is registered to care for a maximum of six children at any one time; of these, three may be in the early years age range. Currently, the childminder has three children on roll; all of whom are in the early years age group.

Care is also able to be provided for children aged over five years. This provision is registered by Ofsted on the voluntary and compulsory parts of the Childcare Register.

The childminder is able to take and collect children from school and attends several childminder organised toddler groups on a regular basis. Her operational hours are Monday to Friday from 7am to 5.30pm all year round.

The childminder is a member of the Hampshire Cluster Childminding Network. She is also an accredited member of the National Childminding Association Children Come First Childminding Network and currently receives early education funding for one four-year-old.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at the childminder's home. They are given a warm welcome and valued as individuals. The childminder is continually improving the provision she provides; training she has completed has enabled her to embrace the Early Years Foundation Stage (EYFS) and implement this successfully in her practice. Most procedures worked to are effectively carried out in practice and most documentation contains sufficient detail. The childminder regularly reflects on the provision she is providing to ensure all children's needs are being continually met. Through a range of daily activities and systems in place for liaising with parents and some other EYFS providers, children are making good progress in all areas of their learning.

What steps need to be taken to improve provision further?

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

- ensure regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved

- update the record of risk assessment to include any assessments of risks for outings and trips
- ensure an effective relationship is established with all EYFS providers children attend to ensure all children's learning and development is being continuously supported.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded. The childminder has a good understanding of the procedures to follow should she have concerns about children's well-being. These are shared with parents as are the records the childminder maintains of injuries their children may come in with. The childminder ensures children are under her close supervision at all times; should she be absent due to an emergency situation, systems in place ensure children are never left alone with unvetted people. All adults in the house have had their suitability checked by Ofsted. The premises are kept secure, preventing children leaving unnoticed or visitors entering unannounced. Procedures followed ensure children are only collected by persons their parents have authorised. In the event of a child not being collected, systems in place would ensure they are kept safe. The childminder places strong emphasis on ensuring children are kept safe indoors and outdoors. She is well aware of all risks children may be exposed to and how she will manage them. However, only a record of risk assessment for the premises is maintained.

All required documentation is in place and shared with parents as required. The childminder has created a range of well written policies to support her practice. These she requests parents' sign their acknowledgement and agreement to, which ensures they are fully aware of all aspects of the care and education they can expect their children to receive. Most procedures for ensuring the safety of children are effectively carried out in practice.

Children's learning in all areas is promoted well. The childminder makes good use of the local environment and amenities as a learning resource for children, and she has a range of resources which support children's learning and development in all areas. Although the majority of these are stored in a high level cupboard, children are able to see what is on offer and choose what they want to play with. The childminder's organisation of the lower floor of her home enables children to move independently to the area they wish to play in. The childminder supports children to develop an awareness of the diverse world in which they live through discussion, resources and various activities.

The childminder works closely with parents to ensure all children's individual needs are met. Good settling in procedures help all children to settle into the childminder's care quickly. The childminder follows home routines as closely as possible to ensure consistency for the children. Parents receive verbal daily feedback from the childminder and they can see their children's progress records at any time. If parents wish, the childminder will complete a daily diary of how their children have spent their day and the care they have been provided.

The childminder seeks out parents' views as a way of evaluating her provision and/or identifying areas for improvement. Parents express in writing their very high levels of satisfaction with all aspects of the childminder's provision and the care and education their children receive. The childminder has not yet established links with all other EYFS providers children attend. As a result, it is not clear to see if the learning and development of children who share provisions is being continuously supported.

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

Children participate in a range of activities both inside and outside the home which supports them to make progress in all areas of their learning and development. Information the childminder collects from parents and other EYFS providers at onset of minding enables her to provide care that is in accordance with children's individual needs and education based on their starting points. The childminder observes children while they play and has good knowledge of their capabilities. Records of children's progress are clear. They are linked to the six areas of learning, show the stage of development children are at and what the childminder's intentions are for moving them onto their next steps.

Children have warm relationships with the childminder and receive lots of cuddles and positive interaction, thus helping to build their self-esteem and confidence. The childminder's effective verbal interaction with younger children is supporting them to develop their language and communication skills; she takes time to listen to what they have to say and models the correct language back to them for words they pronounce incorrectly.

Children play and learn in a safe and secure environment, where the use of regular risk assessments, effective policies, and record keeping ensures their safety. While outdoors, all children are becoming aware of how they can ensure their own safety; they learn the rules for crossing roads and through discussion, they are becoming aware of the importance of not talking to strangers. However not all children have been involved in the practising of the fire drill.

Children are able to make choices of items they want to play with; they point to items which are in a cupboard and the childminder makes them available.

Children learn about the wider world through food tasting activities and while playing with resources such as books and puzzles. Regular attendance at several childminder managed toddler groups enable children to get used to being in larger spaces and provides the opportunity for them to learn how to socialise with other children and adults. This provides them with some of the skills they will require for later life. Children express how they like to meet up with friends they have made when they visit soft play areas.

Children are encouraged to follow a healthy diet and thoroughly enjoy eating the nutritious snacks of pieces of fresh fruit or breadsticks they are offered. Drinks are readily available, ensuring they do not dehydrate. The childminder has appropriate

systems in place for the re-cooking and/or storing of meals children bring in from home, which ensures all food remains in a safe condition. With guidance from the childminder, children are learning about personal hygiene procedures; they get a tissue to wipe their nose, place soiled tissues in the bin and wash their hands at appropriate times throughout the day. They are also aware that food they drop on the floor must not be eaten as it has germs.

Children are becoming aware of the rules of the setting, encouraged to be polite and are shown how to have respect for resources and each other. They enjoy helping the childminder and older children share in the praising of younger children's achievements.

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	1

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

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