

Inspection report for early years provision

Unique reference number	EY400059
Inspection date	25/02/2010
Inspector	Alison Large
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 was registered in 2009. He lives with his wife who is also a registered childminder, and their three older children in the Fareham area of Hampshire. Minded children have access to the whole of the ground floor with the exception of one downstairs bedroom and the kitchen; there is a fully enclosed garden for outdoor play. The ground floor is easily accessible to adults and children. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age group when working alone. When working jointly with his co-childminder they may care for a total of six children of whom all may be in the early years age group. He is currently minding five children in the early years age group all day. The childminder is able to walk or drive to the local schools and pre-schools to take and collect children. The family have a dog. The childminder attends various groups on a regular basis. 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.

Children are happy, safe and settled with the childminder and his wife who co-childminds with him. Children are valued and their welfare and learning are successfully promoted. The childminder has excellent relationships with parents and, as a result, children are very happy, settled, safe and secure in a setting where the childminder meets their individual needs. The childminder is well organised, but has not yet completed any formal self evaluation of his practice, to highlight his strengths and any areas to 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 systems of observation, assessment and planning to fully support children's learning and development
- develop systems for monitoring and evaluating practice to ensure that any areas for improvement are identified.

The effectiveness of leadership and management of the early years provision

The childminder is caring and works closely with the children and their families. He has organised the home to enable children to move around freely. He maintains the required records and ensures that the regulatory documentation is in place. Children are well safeguarded as the childminder has attended child protection

training. He has a good understanding of the signs and symptoms of child abuse and a knowledge of the procedures to follow in the event of concerns about a child. He and his wife share the responsibility of completing the contracts and children's details forms with parents and they record all children's times of arrival and departure. Through a close partnership with parents the childminder knows each child extremely well. As a result, children's health and welfare are underpinned. He is vigilant in ensuring children's safety and has a comprehensive range of policies and procedures in place. He is attending further training to develop a good understanding and knowledge of the Early Years Foundation Stage (EYFS).

Children develop independence as they select their activities from a good range of resources both indoors and outside. Daily routines ensure that children have plenty of opportunities to play and learn indoors, outdoors and on a variety of outings. The childminder has a good knowledge of the children in his care, which means that he provides activities and resources to suit their individual levels of development. Parents and carers are kept informed about children's progress through daily diaries and regular discussions. Parents are very happy with this provision and they report that the childminders are very caring and welcoming and that their children are cared for in a safe and happy environment.

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

Children are settled and happy in the childminder's home. The childminder puts children's individual needs as a priority and they delight in the high levels of support and attention they receive from both childminders who know each child very well. The childminder is beginning to observe children's progress, and has started the individual books and photographic records to share with parents and the other settings children may attend. The childminder informally plans his day according to which children he is caring for, adapting activities to meet each child's needs whilst taking into account their age or stage of development. Although the childminder understands how children learn and progress, he has identified the planning, assessments and observation as something he wants to develop further to ensure that the children are meeting their full potential.

Children's communication skills are very well supported; the childminder chats to children continually and this positive interaction encourages children to reply to him and to try new vocabulary. Children develop a healthy lifestyle through daily physical exercise. They relish playing in the garden and the childminders have organised their home so that children can move between the garden and indoors on a free-flow basis. They enjoy riding on the wheeled toys or climbing on the slide.

Children are very well safeguarded within the home. They play safely indoors because the childminder undertakes regular safety checks and reminds the children about safety issues, for example, asking children not to run in the house. The childminder safeguards children by remaining vigilant at all times, and knows

when to play alongside children and when to allow them to develop relationships with each other and solve problems.

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	3
The effectiveness of partnerships	3
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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