

## Inspection report for early years provision

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<b>Unique reference number</b>	EY261986
<b>Inspection date</b>	04/03/2010
<b>Inspector</b>	Lynn Reeves
<b>Type of setting</b>	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 registered in 2003. She lives with her husband and three children, one aged under eight years, in a residential area of Southsea in Hampshire. The property is within close proximity to local shops, schools and park. The whole ground floor of the property is used for childminding, which includes rest and toilet facilities. There is a fully enclosed garden available for outside play. The family have a range of pets.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for five children aged under eight and is currently minding four children, all of whom are in the early years age group. The childminder also cares for children aged over eight years.

The childminder is a member of the National Childminding Association and Portsmouth Network and their Quality Assurance Scheme.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are very secure in their surroundings and thoroughly enjoy their time with the childminder. Children's individuality is truly recognised and nurtured by the childminder, who has a very good knowledge of their individual needs, interests and abilities. The childminder organises her business, documentation and environment extremely well, which benefits all the children in her care. Effective implementation of policies and close working relationships with parents and other providers enables gaps in children's development to be identified at an early stage. The childminder shows a real commitment to continuous improvement by continually evaluating her own practice and by attending courses to develop her professional understanding of high quality childcare.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- further developing the assessments and planning to clearly show identified next steps for children's progress, which can then be measured against their individual achievements

## **The effectiveness of leadership and management of the early years provision**

The childminder has developed effective policies and procedures and follows these to ensure children are safeguarded. The childminder has a very clear

understanding of child protection procedures and knows how to implement them to safeguard the children in her care. She is extremely proactive and has attended several child protection courses to keep herself updated. Daily visual checks and clearly written risk assessments are undertaken to enhance children's safety while in the home, garden and on all outings. The childminder maintains an extremely professional approach to her role and focuses highly on helping all the children to progress to the best of their ability.

The childminder has carried out a detailed self-evaluation, which clearly identifies her strengths and areas for future development. She continually assesses her provision by asking parents to complete questionnaires about the quality of her provision and looks at ways to develop her service, for example, by attending further training. Children's care and learning is promoted because the childminder has very good knowledge of the Early Years Foundation Stage (EYFS) and implements this effectively to promote successful outcomes for children. Children develop secure, trusting relationships within the setting, which is enhanced through the well-established relationships between the childminder and the children's parents. The childminder makes excellent use of the available space. She has reorganised her home to provide a dedicated playroom as well as a cosy room, which is used as a chill out area for reading, watching TV or resting. The childminder organises the resources very effectively within the rooms to ensure children are able to access them independently and to enable them to play with an extensive range of activities.

Partnerships with parents are strong. The childminder provides them with detailed information about how their children have been on a daily basis. She makes time to chat to them at drop off and collection times and uses a daily diary to provide more detailed feedback. Excellent records are kept regarding how the children are developing as individuals and the progress they are making in their learning. Effective settling in procedures enables parents to share what they know about their child and provide the childminder with a good insight into their home and family life. Parents are provided with excellent quality information about the childminder, the service that she provides and the progress of the children in her care. The childminder undertakes regular observations of children's progress and uses these, along with photographs and a sample of children's work, to record progress. Links are being developed with other Early Years Foundation Stage providers that the children may attend, which ensures their continuity of care of learning is consistent. The childminder evaluates all aspects of her practice, including the activities provided, to ensure the planned learning intentions are being met. Consequently, every child receives a journey of self-discovery tailored to their individual needs.

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

The childminder has a very good understanding of the Early Years Foundation Stage and how children learn. She is able to identify gaps in children's learning and extend the activities to consolidate this. Observations of children's progress are recorded within their individual learning and development, although some of the

assessments and planning does not always clearly show the identified next steps. Photographic images are used well, along with written observations and the information gained from parents about their own child's starting points and capabilities. Children are incredibly confident and extremely happy in the childminder's care. They are kept very well occupied as she spends a lot of quality time with them, talking and playing with them to promote their learning.

Children display very good independence, making decisions about what they want to play with as they move from one activity to another. They enjoy playing with the musical toys, dolls, small world people and animals. The childminder's home is extremely well organised and very child centred, allowing children to select their own resources and equipment from low level open shelving units. The free flow environment enables children to make their own decision on whether they wish to play indoors or outside. Children are sociable and develop strong relationships with the childminder and each other. They look forward to each other's company, laugh, giggle and cuddle each other and behave exceptionally well. Children respond to the childminder in a positive manner, for example, helping to pick things up from the floor when asked. The childminder develops very good, loving relationships with the children, which ensures that children are confident and secure in her care.

Children's self-esteem is high because they respond to the praise and encouragement the childminder provides, enabling them to solve their own problems and think through their ideas, for example, pretending to take the toy animals to the cinema. The childminder interacts exceptionally well with the children. She asks open-ended questions to make children think and gives young children time to work things out for themselves. The childminder is fully aware that children learn at different stages and that some have very short attention spans, she continually changes the activities to keep them stimulated. Children have opportunity to mark make as they have easy access to writing materials and enjoy opportunities to play with paints and play dough. Children enjoy looking at the books and love sitting on the childminder's lap to listen to stories and have a cuddle. They are encouraged to repeat familiar words and predict what might happen next to enhance their learning. Children are progressing very well in their understanding of language and basic mathematics; the childminder talks to them about what they are doing, for example, asking them to count and match the different coloured animals.

Children enjoy an excellent range of outings. These include visits to the local park, children's playgrounds, the beach, Staunton Country Park and special holiday treats to the Zoo and Monkey World. They enjoy a healthy lifestyle with plenty of fresh air and gently exercise whilst playing in the garden on the rockers and sit-on-toys. They have opportunity to bend and stretch, sing and dance, climb and crawl when attending the Network Childminders Group, the drop-in centres and the toy library where they also enjoy socialising with other children. The childminder provides an inclusive provision where all children have their individual needs met and enjoy activities and resources appropriate to their stage of development. Children play with resources that reflect diversity and love to take part in art and craft activities. They proudly show off their latest creations of potatoes with cress growing out of the top, which look like heads, and happily talk about the tomatoes,

beans and carrots they have recently planted.

Children's health and well-being are promoted extremely well by the childminder who implements effective and robust procedures at all times. Children gain excellent personal hygiene skills. They learn to wash their hands before and after eating and to cover their mouths when coughing. They have enjoyed exploring the contents of the first aid box with the childminder, to begin to understand the importance of keeping safe and how accidents can be dealt with, so as not to frighten them. They are developing good self-care skills. Those that are able take themselves to the toilet and all the children are encouraged to try to put on their coats and shoes, to equip them with skills for the future. Children have opportunity to learn ICT skills as they have access to a computer and a range of programmable toys. They have recently explored how the smoke detectors operate with batteries while learning about 'Fire Safety'. This activity has been extended with visual pictures of fire engines and exit signs and the children regularly practise fire drills, which ensures they know how to evacuate the premises in an emergency. Children learn how to stay safe outdoors. The childminder talks to them about road safety issues and not to undo their seat belts whilst in the car. Well managed systems are in place to ensure that all snacks and meals meet the individual dietary requirements of all children. The childminder involves all children with activities and adapts her environment and resources accordingly, to ensure all children feel valued and included. The childminder maintains her documentation to a very high standard and the activities are so varied the children are provided with plenty of challenges, resulting in excellent outcomes for all.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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