

Inspection report for early years provision

Unique reference number	EY398512
Inspection date	19/05/2010
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.

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Description of the childminding

The childminder was registered in 2009. She lives with her fiancé and two children; one school age, one pre-school age. They live in a mid-terrace house situated in a residential area of Southsea, a suburb of Portsmouth. Due to the internal design, the property is not fully accessible to meet the needs of children with restricted mobility. There is a fully secure paved garden area for outdoor play. The property is within close proximity to schools, shops and parks.

The childminder is registered to care for a maximum of four children at any one time; of these, two may be in the early years age range. Currently, the childminder has six 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's operational hours are Monday to Friday from 8am to 6pm all year round. The childminder is prepared to negotiate if parents require their children to attend outside these hours.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder offers the children a warm, 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 whilst having an enjoyable time. Overall, the childminder provides an inclusive setting for all children. She gains an understanding from parents about their children's individual needs to ensure they are fully met. The childminder is continually updating her knowledge of the Early Years Foundation Stage and is successfully implementing this in her practice. Since registration, she has created a range of written policies and procedures to support her practice. Her knowledge enables most procedures to be carried out effectively. Most records required to meet the welfare requirements of the Early Years Foundation Stage are in place.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a daily record of the names of the children
looked after on the premises and the hours of their
attendance is maintained. (Documentation)
- 20/05/2010

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

- update knowledge of the contact details for the agency to which

- safeguarding referrals should be made
- update the record of risk assessment to include any assessments of risks for outings and trips
- establish a system for working in partnership with other Early Years Foundation Stage providers children attend.

The effectiveness of leadership and management of the early years provision

The childminder has satisfactory knowledge of the signs which may indicate a child were being abused. However, because she is not fully aware of the contact details of the agency to which referrals should be made this could potentially delay children being safeguarded. All persons living in the household aged over 16 years have had their suitability to be around children verified. Records maintained of children's attendance are not always completed to show when they are in the childminder's care. This is a breach of welfare requirements. Written risk assessments for the premises identify hazards children may be exposed to and show how the childminder intends to manage these. The childminder is able to verbally state how she ensures children's safety while they are away from the home on outings. The childminder shares the policies and procedures she works to with parents so they are aware of the care they can expect their children to receive. Should parents wish to express any concerns or views of the setting, they have access to the contact details of the regulatory body.

The childminder has only recently commenced minding and as such her systems for self evaluating the provision she provides are in their infancy. As a result, not all areas identified for improvement at this inspection have been recognised. The organisation of the premises ensure children have the opportunity to play freely while still being under close supervision. There is a designated play room where most resources are arranged at low level, enabling children to access them independently. These are colourful, in good condition and support all aspects of children's learning.

Children benefit from the communication the childminder has with their parents; she takes time to get to know the children and their families well. She has begun to observe children in order to gain knowledge of their capabilities. At this time she is developing the records she maintains of children's progress to ensure they clearly identify the stage of learning children are at in each area of their development. Feedback parents receive at the end of each session informs them how their children have spent their time, the care they have been provided and any achievements they may have made. A diary is also provided which parents are invited to write in any achievements they may notice their children have made at home or any changes to their care needs.

Some children have recently started to attend other Early Years Foundation Stage providers and as such the childminder has yet to establish a system for exchanging information with them to ensure children's learning is continuously supported.

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

The childminder provides activities and resources in response to individual children's interests. As a result they are kept fully occupied, enjoy the time they spend in the childminder's care and make good progress in their learning. Children participate in a range of activities both inside and outside the home which supports their development in the six areas of learning. Information the childminder collects from their parents at onset of minding enables her to provide care in accordance with their individual needs and education based on their starting points. The childminder uses the knowledge she has of individual children to provide activities that are suitable and support them to make progress.

Children thoroughly enjoy playing with jelly; they excitedly retrieve the play animals the childminder has hidden within and talk about the colour and texture comparing this to objects around them. Children are becoming confident communicators and benefit from the good interaction they have with the childminder. They learn the meaning of new words they are introduced to and allowed time to express their thoughts and ideas. The childminder values what each child has to say which helps to build their self-esteem and confidence. Through a range of resources and while on outings children have the opportunity to learn about their local area and some aspects of the world around them. Children are becoming aware of how to manage their own safety through the regular practising of the emergency evacuation procedures. While on outings they learn how to cross roads safely and to become aware of stranger danger through discussions they have with the childminder.

Children have a healthy lifestyle and spend a good deal of their time out in the fresh air. They visit local play parks where they have the opportunity to play on large equipment such as swings, visit places of interest such as an aquarium and enjoy trips to the beach. Opportunities they have to attend local toddler groups and soft play centres enable them to gain the experience of learning how to socialise with other children and adults. All children are encouraged to eat healthily and to follow good hygiene practice; they are encouraged to wash their hands at appropriate times throughout the day and younger children have their face and hands wiped by the childminder using wet wipes. Meals children are provided with are cooked from scratch and dietary needs are adhered to. Children enjoy cooking; with guidance and support they make pizzas and sandwiches.

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?	3
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?	3
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	3
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	3

The quality of the provision in the Early Years Foundation Stage

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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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) 21/05/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the compulsory part of the Childcare Register. (Arrangements for safeguarding children) 21/05/2010