

Inspection report for early years provision

Unique reference number	EY390919
Inspection date	15/06/2010
Inspector	Lilyanne Taylor
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 registered in 2009. She lives with her two children; one school age, one pre-school age. They live in a mid-terrace house that is situated in a residential area of Southsea a suburb of Portsmouth. The premises are accessible with bathroom facilities situated on the ground floor. All areas of the premises are registered for childminding and there is a fully enclosed rear garden 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 during the day; of these two may be in the early years age range. Overnight care is able to be provided for one child under eight years. Currently the childminder has three early years age group children on roll. Care is also able to be provided for children aged over five years. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder's operational hours are Monday to Friday from 6am to 6pm. 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 good.

Children are happy and settled at the childminder's home. They are given a warm welcome, valued as individuals and have their learning and development needs met. Through a wide range of daily activities and the systems in place for liaising with parents, children are making good progress in their learning. Through research and reading the childminder is continually developing her knowledge of the Early Years Foundation Stage. She is committed to improving the provision she provides and the positive steps she has taken with the premises since registration means children's safety is assured at all times.

What steps need to be taken to improve provision further?

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

- continue to develop the systems in place for working in partnership with other Early Years Foundation Stage providers to ensure information exchanged includes reference to individual children's education so that their learning and development is able to be continuously supported.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded; the childminder has a good understanding of the procedures to follow should she have concerns about children's well-being. She has had her suitability checked by Ofsted and systems in place to cover an emergency situation ensure children are never left alone with unvetted people. The premises are kept secure, preventing children leaving unnoticed or visitors entering unannounced. Written risk assessments are in place for the premises and appropriate action has been taken with areas the childminder identified as posing a potential risk to children; low level glass is safety filmed, kitchen cupboards that house sharp objects are fitted with locks and windows on the upper floor are fitted with opening restrictors. The childminder is able to state how she ensures children are kept safe when they are away from the home on outings.

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

The organisation of the lower floor provides children with a spacious area in which they can play and learn. All areas of the home are clean and well maintained. Children have access to a wide range of good quality resources which support their learning and development in all areas. The majority of these are stored at low level enabling all children to self-select.

The childminder observes children and has good knowledge of their capabilities. She maintains a record of each child's progress which clearly show their achievements and what the intentions are to plan for their progression. However, although children's learning and development is being progressed across all areas these records do not clearly illustrate this. Through self-evaluation the childminder has identified this as an area for improvement and is currently focusing her attention on developing her knowledge of the headings for the six areas of learning to ensure this information is included.

The childminder knows all children well and works closely with parents to ensure their individual needs are met. Children are helped to settle into the childminder's care because home routines are followed as closely as possible to ensure consistency. Parents are kept informed of their children throughout the day through text messages the childminder sends and they receive verbal feedback at the end of each session. Parents are able to view their children's progress records at any time. Parents express high levels of satisfaction and comment on how the childminder's professionalism and caring attitude means they are able to leave their children in the knowledge that they are going to be well cared for and kept safe. Systems to liaise with other Early Years Foundation Stage providers children attend are still in their infancy and at this time information exchanged only ensures their care is continuously supported.

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

Children make good progress in their learning because they participate in a range of activities both inside and outside the home which supports their development in all areas. They have warm relationships with the childminder and receive lots of cuddles and positive interaction, thus helping to build their self-esteem and confidence. Information the childminder collects from parents 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. Her effective interaction with younger children is supporting them to develop their language and communication skills.

The childminder ensures all children can participate in the same activity at a level that suits their stage of development. For example, while painting older children use brushes while babies explore the texture and do hand prints. The childminder is aware of children's interests and builds on these to extend their learning. For example, in response to their interest in gardening children plant their own fruit and vegetable seeds. They help to care for them and quite ably express how the seed initially develops roots and then a stem and leaf appears which needs light, sun and water to grow.

Children demonstrate a sense of security and move around the home confidently. They play and learn in a safe and secure environment, where the use of regular risk assessments, fire drills and effective record keeping ensures their safety. Children choose resources they want to play with and thoroughly enjoy the childminder joining in with their play which extends their learning and concentration. The childminder builds on children's natural curiosity of some aspects of the diverse world in which they live through discussion and resources. For example, when children ask, she explains clearly why some children or adults with disabilities need extra support and together they look at books and a globe of the world to gain knowledge of other countries. During visits to the library children have the opportunity to use a computer to support their learning. Their attendance at toddler groups enables them to learn how to socialise with other children and adults. Children's behaviour is good because they are kept fully occupied in activities which appeal to them. They are encouraged to be polite and are shown how to have respect for resources.

Children are becoming independent in their self-help skills and they are becoming aware of the reasons why they need to wash their hands at appropriate times throughout the day. They are encouraged to follow a healthy diet and grow items such as strawberries and tomatoes which when grown they will eat as a snack. Water is readily available for children to drink which ensures they do not dehydrate. Babies are fed according to their needs and not made to be part of the routine; they are held affectionately in the arms of the childminder and at times when they are tired she cradles them to sleep. The childminder has appropriate systems in place for storing meals and snacks children bring in from home which ensures they remain a safe condition.

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	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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