

Inspection report for early years provision

Unique reference number	EY394682
Inspection date	07/05/2010
Inspector	Michele, Karen Beasley
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 registered in 2009. She lives with her husband and their toddler child in a house in Portsmouth, close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, no more than three may be in the early years age range. She has one child currently on roll in the early years age range and one child in the older age range, all attending part-time. The childminder provides care from Monday to Friday throughout the year.

The childminder takes and collects children from a local school and goes to toddler groups, the library and park regularly. 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.

The childminder ensures children settle well and enjoy her support during a range of activities that help them make good progress towards the early learning goals. She observes their progress in all areas of learning, but does not evaluate these to help her identify and support their next possible steps. She evaluates her provision and identifies the need to plan for children's individual learning, but has overlooked a weaknesses in obtaining emergency medical treatment from parents, which breaches the welfare requirements. The childminder establishes partnerships as she liaises with parents and schools, which helps support continuity in children's care and development.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment (promoting good health) 20/05/2010

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

- use observational assessment systems to clearly monitor children's progress and identify their next possible steps in learning, and use these to plan future activities

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded. The childminder has a good knowledge of child protection issues and the procedures for making a referral and the one she would follow in the event of any allegation being made against her or others. In the event of an emergency children are only cared for by suitable adults.

Children benefit from the relationship the childminder builds with their parents. She provides clear information to parents through her written mission statement and policies. They exchange information daily regarding the care they wish their children to receive and are kept well informed of how their children have spent their day. Information about the progress children are making is shared verbally. Parents are encouraged to exchange information about interests they note their children have at home. The childminder has a range of written policies and procedures, which she shares with parents. She risk assesses her premises, outings and activities, and regularly reviews her assessments to ensure hazards are minimised. She practises the fire drill on varying days to ensure all children participate and learn how to evacuate the premises safely these are recorded and evaluated.

All children have access to a wide range of labelled resources in the designated playroom which are organised well to promote their independence and decision making skills effectively. They are able to self-select activities. Equality and diversity is adequately promoted because the childminder ensures all children have access to the activities and experiences that are planned to meet their individual needs. The childminder has implemented a system for evaluating children's progress and for sharing this with parents and others. She observes children while they play and has a good knowledge of their capabilities. However, she does not use these observations to plan for children's individual learning, relying more on her good knowledge of the children than the evaluation of their progress towards the early learning goals to identify and plan towards their next possible steps. The childminder has started to use self-evaluation as a tool for her to identify areas to improve on taking action to continually develop.

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

Children come home from school very excited and are keen to play alongside their peers. Children demonstrate a very strong sense of belonging within the childminder's home. They feel highly valued as the childminder talks to them about how they are and their day at school. The children all become very interested in different activities such as making a collage picture of 'I am a little teapot' to be displayed as part of a topic about favourite rhymes. Children problem solve putting together a train track picking out relevant sized pieces of track.

The childminder shows a sound knowledge of how to support children's learning and development. She ensures they have a wide range of resources and activities

that promote learning across all areas of the Early Years Foundation Stage. Parents complete a questionnaire which helps her identify children's starting points and she records observations of children's progress. This helps her monitor children's progress towards the early learning goals. However, she does not use this record to plan for children's individual learning, relying more on her good knowledge of the children than the evaluation of their progress towards the early learning goals to identify and plan towards their next possible steps.

Children show independence as they hang their coats on the low pegs in the hall, or choose from labelled resources to support their own ideas for play. They enjoy the interaction of the childminder as they play, which sometimes extends their thinking and always encourages them to communicate as they answer her questions or she describes what they are doing. Children play well together their behaviour is good and they respond well to the praise and encouragement they receive. They help take care of the toys as they tidy up before getting out more activities. They show awareness of the safety rules as they carefully sit down on the floor to eat their snacks out of chosen bowls and position their drinks beside themselves. Children develop understanding of how to lead healthy lifestyles. They play outside daily, either in the garden or on walks and visits to the park, which provides good opportunities for exercise and fresh air. The childminder ensures procedures reduce the spread of germs effectively, such as by washing her hands after wiping children's noses. Children wash their hands at appropriate times. This supports their understanding of good hygiene.

The childminder cares for children who attend other early years settings. Through discussion the childminder works in partnership with other professionals to ensure consistency is obtained for the children.

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

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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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