

Inspection report for early years provision

Unique reference number	EY246112
Inspection date	28/04/2010
Inspector	Lynn Reeves
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 registered in 2002. She lives with her three school aged children in a residential area of Portchester in Hampshire. The property is within close proximity to schools, pre-schools, shops and parks. All areas of the ground floor are used for minding, which include toilet and rest facilities. There is a fully enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of five children under eight years, of these, three may be in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently there are four children on roll aged under eight years, of whom three 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in their environment. The childminder takes the time to get to know the children and their families, providing a safe and secure environment for the children. The childminder has policies and procedures in place, however, has failed to obtain written parental permission for the seeking of any necessary emergency medical advice or treatment. This means that children are not adequately safeguarded and a welfare requirement is not met. Children are welcomed into a caring environment where they are all valued and included. The childminder has an understanding of the Early Years Foundation Stage and all children are making sound progress towards the early learning goals.

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 (Documentation) 12/05/2010

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

- continue to develop assessment systems in order to match the observations of children to the expectations of the learning goals and to clearly show identified next steps for children's progress which can then be measured against their achievements
- extend sharing of information with parents to include children's learning at the setting and targets for next steps

- implement a system for recording any problems encountered during fire evacuation drills and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of the child protection procedures and is aware of how to act should she have a child protection concern. The childminder ensures children are well supervised at all times. Children benefit from a safe and secure play and learning environment because the childminder is vigilant and carries out full written risk assessments. Children learn how to keep themselves safe from a young age. For example, children know they must not climb on the furniture in case they fall and hurt themselves, and the childminder talks to them about road safety issues when out. Children participate in regular fire evacuation drills; however, procedures are not in place to record and evaluate the outcomes of these. The childminder promotes equality and diversity as she plans a range of activities and experiences to enable children to learn about diversity and the wider world. Children have access to a range of multicultural resources and celebrate festivals from around the world to develop their understanding of others' beliefs and cultures. All children have access to a range of equipment and activities that are suitable for their age and stage of development. They are able to self-select resources, increasing their independence and decision making skills.

Children move around freely and select the toys and resources they wish to use. The childminder ensures she rotates the toys and equipment so children do not become bored and to meet their individual needs, play preferences and requirements. The children also have free-flow access to the fully enclosed garden to the rear of the property, which is used daily as part of the children's learning. The childminder knows all children well and works closely with parents to ensure their individual needs are met. The childminder has addressed all the recommendations from the previous inspection. For example, she has fitted additional locks and bolts to the front door and has installed suitable smoke detectors on all levels. This ensures the children are kept safe at all times. The childminder demonstrates sound knowledge of how to implement the Early Years Foundation Stage and provides children with a range of activities to stimulate them as she encourages their early interests and inquisitiveness. However, her records do not clearly show how the learning goals are being achieved or how children's next steps are being identified.

Parents receive information about the Early Years Foundation Stage; however, they are not encouraged to extend their children's learning at home. The childminder shows parents her policies and procedures and asks them to sign to say they have read them. Information regarding the children's care is shared verbally at handover times and photographic evidence of children's play and activities are shared. The childminder works closely with parents to ensure all children's individual needs are being met.

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

Children are relaxed and content in the childminder's care. They behave very well as the childminder provides activities to keep them occupied and is clear in her expectations of their behaviour. Children are learning to become independent as the childminder encourages them to select their own resources and make their own choices of play. Children respond well to the childminder as she joins in with their chosen play, for example, helping them to complete jigsaw puzzles. The children clap with delight as they manage to find the right pieces and complete the Fireman Sam wooden puzzles. Children's language skills are developing as the childminder introduces new vocabulary at every opportunity, promoting the children's spoken language and communication skills. This development is extended by the childminder as she repeats familiar words and encourages the children to sing familiar nursery rhymes. The childminder is aware that young children's attention spans are short and suggests new activities to keep them occupied and stimulated. Children have fun with the childminder laughing and giggling as she encourages them to try new things, for example, decorating their pictures with sticky back foam shapes and using the paper stencil cutters to make shapes and patterns around the borders. Children use their imagination well as they describe what they are drawing and are becoming competent in naming the various colours they draw with. The children are happy and settled during their time at the setting and enjoy each other's company. They benefit from the cuddles and support given by the childminder and the praise and encouragement they receive, promoting their sense of belonging.

The childminder provides a range of stimulating, interesting, activities, resources and experiences for all the children to participate in, for example, using various media, such as pasta, sand, water and play dough. They delight in telling adults about the jelly they have made and enjoy opportunities to take part in cooking activities. The childminder ensures younger children can reach out and select the toys they wish to play with and explore, such as the art and craft materials. Children are developing their hand-eye coordination as they use the scissors and glue sticks. Partnerships with parents are sound and the references and letters of support clearly demonstrate how the parents are happy with the care the childminder provides.

The childminder works closely with the parents to ensure the children are provided with a wide range of healthy snacks and meals, such as fresh fruit, vegetables and brown bread. Meals and lunch boxes provided by the parents are suitably stored in the fridge. Children have access to fresh drinking water throughout the day. Children are beginning to learn the importance of good personal hygiene and the childminder encourages them to wash their hands at appropriate times to help prevent the possible spread of infection. Children go outside daily to reap the benefits of the fresh air and take part in a range of activities to promote their physical development. They have opportunities to learn about the world and environment around them as they visit places of interest, for example, Fort Nelson, Manor Farm and Portchester Castle. Children's social skills are developing well as good manners are encouraged and they learn the importance of sharing and

taking turns. Children feel safe with the childminder as they often go to her with toys. Children receive praise and encouragement and the childminder has clear rules and boundaries in place. As a result, the children know what is expected of them from a very early age.

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	3
The effectiveness with which the setting promotes equality and diversity	2
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	3
The extent to which children achieve and enjoy their learning	3
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	3

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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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