

Inspection report for early years provision

Unique reference number	EY331764
Inspection date	01/07/2010
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.

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 has been a registered since 2006. She lives with her partner and two children; one of school age and one of pre-school age. They live in a terraced property in a residential area of Southsea, a suburb of Portsmouth. The whole of the premises are registered for childminding and there is a fully secure rear paved area available for outside play. The premises are in close proximity of schools, shops, parks and the beach.

The childminder is registered to care for a maximum of four children under eight years; of these, not more than two may be in the early years age range at any one time. Currently, the childminder has one child on roll in the early years age group. Care can also 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 is able to take and collect children from local schools and she attends local toddler groups on a regular basis. She is a member of the National Childminding Association Quality First Childminding Network. Her operational hours are Monday to Friday from 8am to 6pm all year round. Children's hours of attendance are able to be flexible within these times and the childminder is willing to negotiate the hours she operates to accommodate the needs of working parents.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in all areas of their learning and development. They are provided with a comfortable and stimulating place to play and learn. The effective links established with parents ensure all children receive care and education appropriate to their needs. Overall procedures in place promote the good health of children and most documentation contains sufficient detail. The childminder is continuously making improvements which benefit the children. For example, to enable children to make informed choices of how they spend their time she has produced a pictorial laminated book of all play resources and activities she has available.

What steps need to be taken to improve provision further?

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

- review the frequency that toys which children place in their mouths are cleaned
- update the record of risk assessment to include any assessments of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The childminder has a secure understanding about child protection and the procedures she should follow if abuse of a child were suspected or if an allegation were to be made against her or others while children are in her care. The childminder maintains records of all risk assessments she carries out for the premises indoors and she is able to verbally state how she ensures children safety during outings. All adults living in the premises are known to Ofsted and have had their suitability confirmed. The childminder asks parents to explain the reason for any injuries their children may come in with and maintains a record of their responses. Parents are requested to sign these records to state they are accurate.

The childminder is very committed and passionate about the work she does with children. She puts the knowledge she gains from training into practice which contributes to the provision successfully meeting the learning and development needs of all children. She is very well organised and has created a range of clearly written policies and procedures to support her practice. She requests that parents sign their acknowledgement and agreement to these, thus ensuring they are fully aware of all aspects of the care they can expect their children to receive. Most procedures are followed effectively to promote the good health of children.

Flexible daily routines allow children to experience a varied range of activities both in the home and outdoors. The childminder makes good use of the local environment and amenities as a learning resource for children, and she has a range of resources which support children's learning and development in all areas. The childminder's organisation of the lower floor of her home enables children to move independently from room to room as they play while remaining under her close supervision. Resources which are readily available for children to play with are stored at a low level.

The childminder observes children and has good knowledge of their capabilities. She knows all children well and works closely with parents to ensure their individual care and learning 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 receive verbal daily feedback from the childminder with regards to some achievements they may have made, how they have spent their day and the care they have been provided with. Parents are encouraged to share the knowledge they have of their children and they can see their children's learning journey records at any time. Parents express high levels of satisfaction with the care their children receive and the learning they gain.

The childminder regularly reflects on her practice and seeks out parents' views as a way of evaluating her provision. This has helped her to highlight her strengths and aspects of the provision she wishes to develop. For example, she is currently trialling her observation methods to ensure her interaction with the children is not compromised. At this time the childminder is the sole carer for the children. However, should this change she is aware that a system for working in partnership

with other Early Years Foundation Stage providers that children attend needs to be established.

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

Children are well settled and have positive relationships with the childminder who meets their individual needs well. They enjoy their learning which is done through play and are supported to reach their full potential. Information obtained from parents ensures children's starting points are recognised and their interests built on. The childminder makes observations as the children play; she has good knowledge of how they learn and develop and is aware of how she intends to progress them in their next steps. Learning journeys of the progress children are making are illustrated with photos and clearly show how children have achieved.

Children's learning in all areas is promoted well; they have access to a wide range of good quality resources which support their learning and development in all areas. They enjoy the interaction of the childminder which extends their learning and concentration. As they play, they learn about textures, colours, numbers, size and shapes. Children enjoy looking at books; they sit on the childminder's lap, point to the pictures and help her to turn the pages correctly. Their communication skills develop through the effective verbal interaction they have with the childminder and the systems in place which enable them to make their own decisions of what they play with. Children enjoy music and listen to it as it plays in the background. They learn the words to new songs and they share what they have learnt with their parents when they go home. Children are beginning to socialise with others and are learning to share and take turns. They are encouraged to become independent in their self-help skills with support from the childminder and are taught to have respect for resources. The childminder's effective use of praise in recognition of attempt and effort helps children to feel confident in their own abilities and promotes their self-esteem. Children are developing an awareness and understanding of the diversity of the world in which they live and have opportunities to learn how key words in languages that differ from their home language are spoken. Through discussion, books and small world play resources, they are beginning to gain an understanding of why some people need support to walk and that skin colours may be different.

The childminder follows children's home routines for sleeping and eating. As a result their physical and dietary requirements are well met and they are content and settled. Children enjoy a healthy range of snacks and meals that they are provided with and are cooked from scratch using fresh ingredients. Drinks are available at all times ensuring they do not dehydrate. Procedures that the childminder has in place with regards to the cleaning of toys that children play with ensure that the majority of the time, children are protected from the possibility of cross infection and germs. Children are taken out in the fresh air each day; they have regular opportunities to walk around the local area and visit places of interest such as the park and beach. They are starting to become aware of their own safety; while away from the home they are taught how to cross roads safely and

they regularly practise the procedures for evacuating the premises in an emergency.

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	3
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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