

Inspection report for early years provision

Unique reference number	112205
Inspection date	20/09/2010
Inspector	Coral Hales
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 who is a level three qualified practitioner has been registered since 2000. She lives with her partner and their five children aged 16, 15, 14 seven and three years in Fareham, Hampshire. Childminding takes place on the ground floor and there is a fully enclosed rear garden available for outdoor play. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. This increases to seven children when working in partnership with another childminder. There are currently eight children on roll. Of these, four are within the early years age range. The childminder is a member of the National Childminding Association. The family has a pet rabbit.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality and interests are respected and nurtured and they are settled and very much at home with the childminder. She has a clear understanding of how to support them including those with special educational needs and/or disabilities. This ensures they all make good progress in their learning and development. Good links with parents and other providers means children receive consistency with their individual learning and development. The childminder has good systems in place to monitor and evaluate her provision and is committed to making continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident. 04/10/2010

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

- update the record of risk assessment to include any assessments of risk for outings and trips.

The effectiveness of leadership and management of the early years provision

The childminder has a sound awareness of child protection issues and is aware of possible signs and indicators and procedures to follow should she have any concerns. She has attended training to further develop her understanding with further planned. The environment, both indoors and outdoors is subject to thorough risk assessments to ensure potential hazards to children are effectively minimized. However, a written record is not maintained as required and not all outings are fully assessed.

The childminder works well in partnership with parents and others to effectively meet each child's needs and this enables her to provide a welcoming and inclusive service. A good range of policies are in place and these are made available to the parents and she ensures all relevant records are completed and necessary signatures obtained. They are well informed and the registration and insurance documents are displayed.

The premises are well organized for the children who have free flow throughout all areas apart from the kitchen including into the garden. They are encouraged to become active, independent learners. The children have free access to the toys and resources and this enables them to freely develop their own ideas and games. Close and caring relationships are evident and the children really enjoy close contact and cuddles with the childminder and her family.

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

The childminder knows the children well and effectively adapts activities to support their individual learning. They clearly enjoy their time in her care and participate in a broad range of activities and play opportunities. Toys and resources are set out and presented in an inviting way to encourage free play to promote children's independence. For example, they open the cupboard and decide that they would like to play with the aqua pens. They help the childminder prepare the activity and wait patiently chatting to her all the time. This activity leads to the children painting their hands and feet with water thoroughly absorbed in the task giggling together as they play. Their language is developing well and they use it well to describe what they are doing. Children enjoy playing in the well resourced and equipped garden which is fully accessible at all times. They bounce on the trampoline, enjoy using the swing and learn lots of new skills and are very well supported in their learning by the childminder.

All children are consulted about what they would like to do during the school holidays and regularly go out on visits to for example, the beach, forest, castles, parks and farms . This develops their understanding of the local and wider community and supports their social skills. .

The childminder has effective systems that note children's starting points and she has a good understanding of the progress they are making. She completes Learning Journey records and these are well maintained and are available to the parents at all times.

Children are cared for in a home where they are learning the importance of good hygiene and personal care. They are encouraged to use for example, tissues and independence is promoted. Meals are home cooked and fresh produce is well promoted. The childminder works closely with parents to ensure children with additional dietary needs are well supported. A jug of water is left out for the children to access at all times and the younger children are offered and indeed ask for regular drinks throughout the day. They have the opportunity to rest, sleep and play as required in line with their own individual routines.

Children behave well and the childminder gently supports them when issues arise to help them to understand expected boundaries. They are beginning to take responsibilities for small tasks that help develop their skills for the future. The childminder is committed to keeping children safe at all times and she helps them to learn to keep themselves safe. For example, fire evacuations are practised to ensure they are familiar with the routine to follow 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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	4
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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