

Inspection report for early years provision

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| Unique reference number | EY396596 |
| Inspection date | 20/09/2010 |
| Inspector | Alison Kaplonek |

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| 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 registered to care for children since 2009. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder lives with her husband in a house in the Bedhampton area of Havant in Hampshire, which is close to local schools and shops. All areas of the property are used for childminding although children spend the majority of their time downstairs where there are toilet facilities and an enclosed garden.

The childminder is registered to provide care for six children from birth to eight years of age. There are currently six children on roll who attend part time. Of these children, three are in the early years age group. The childminder has good links with parents and other early years providers and makes good use of the local area.

The childminder has a relevant childcare qualification and 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 makes good provision for children in the Early Years Foundation Stage. She provides children with a welcoming and safe environment, and meets their needs well. She ensures that the premises and resources are easily accessible and welcoming to every child, regardless of their background or ability. Children are provided with a varied range of resources and interesting activities which are linked to all areas of learning and are age appropriate. The childminder is well qualified and experienced in caring for children and is enthusiastic about developing her practice to secure further improvement.

What steps need to be taken to improve provision further?

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

- ensure that the safeguarding children policy includes how to contact local services should a referral need to be made
- ensure that assessment records reflect children's capabilities and link more clearly to children's next steps in all areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder is suitably vetted and has many years of experience of caring for children. She has a good understanding of child protection procedures and a safeguarding policy which she shares with parents. She understands her duty to act on any concerns about the children in her care, although her policy does not include telephone numbers for all the departments she may need to contact if making a referral. The childminder completes contracts and children's detail forms with parents and obtains a wide range of permissions to ensure children's safety. She keeps her first aid qualification up to date.

The childminder works well with parents; she shares her policies and procedures and keeps daily diaries in which she records details about the children's routines and the activities they have enjoyed. She displays a wide range of information on her notice board for both children and adults to see, such as the emergency evacuation procedure, house rules, menus and her certificates. She understands her duty to form links with other early years providers, such as schools or preschools, which children may attend. She welcomes all children into the setting and ensures that their health, safety and wellbeing are of a good standard. She provides children with a warm, family environment, where they feel safe and secure and their emotional needs are well met. She regularly carries out risk assessments on the premises, equipment and outings, keeping clear records.

The childminder demonstrates a clear understanding of inclusive practice and encourages children to be fully involved in all aspects of their play and learning. As a result, children are motivated and are gaining in self-esteem. She provides an interesting learning environment where children can easily access resources and initiate their own play and learning. As they play at the childminder's house or go on trips in the local community, children learn about differences and valuing others. Good self-evaluation takes place which enables the childminder to recognise her strengths and most of the areas for further development.

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

Children make good progress in their learning. They are able to make choices from the well resourced indoor and outside environments. The weekly routine is planned and includes indoor activities such as cooking or painting, role play and construction. There is a good balance between child-initiated and adult-initiated activities, which also helps children become active learners. They confidently self-select equipment and enjoy exploring and investigating the wide range of learning experiences on offer. They enjoy making play dough snowmen or using the see-saw or ride on toys in the garden. They help themselves to the small world toys, brushing the toy dogs fur or building a train track.

The childminder makes good use of the local area and younger children regularly

enjoy trips on buses or trains. They enjoy their visits to the library and walks to the park. The childminder makes observations and assessments of children's progress, so that these can be used to plan for their future learning needs. She often plans by topics but is also happy to be led by the children's own interests. She has a good understanding of child development and knows the areas where children need support. However, the assessment and planning records do not always accurately reflect children's capabilities or link clearly to children's next steps in all areas of learning.

Children play and learn in a well organised, safe and secure environment, where their health and safety is assured. Children talk about being careful as they play in the garden, learning to stop at the pretend traffic lights as they use the ride on toys. They practise evacuating the premises in case of an emergency, learn about road safety, dressing themselves ready for 'big' school and about hygiene routines.

Healthy, home cooked meals and snacks are provided and the childminder encourages healthy eating. She supplies fruit for snack time and ensures that children can always access their drinks. Children enjoy the cooking sessions when they make their own pizzas or biscuits. Children know to wash and dry their hands before eating and are supplied with soap and individual flannels. All children are welcomed into the setting and provided with resources to help them talk about differences and valuing each other. They learn about right and wrong behaviours through the kind but firm guidance of the childminder. They behave well and are polite to each other and adults. They help to tidy away the resources and work cooperatively with each other.

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

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| 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

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| 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 | 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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| 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

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| 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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met