

Inspection report for early years provision

Unique reference number	EY407004
Inspection date	20/10/2010
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 first registered in 2010. She lives with her husband and three children in a house in Lee on Solent, a residential area in Hampshire. All areas of the house are used for childminding, with bathroom facilities available on the ground floor and the first floor. There is a fully enclosed garden for outdoor play and the family have two cats.

The childminder is registered to provide care for a maximum of five children. Of these, only two children may be in the early years age group at any one time. The childminder is also registered to provide overnight care for one child. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register and is currently minding three children, one of whom is in the Early Years age group. She is a member of the National Childminding Association and visits local toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for as the childminder has a very good understanding of each child as an individual. Children are clearly happy and settled and benefit from high levels of supervision. Children experience a wide range of activities and the early years intervention ensure they are making good progress within their learning and development. The childminder organises her home and environment well and provides an inclusive setting for all children. Most of the childminder's policies and procedures are implemented effectively.

What steps need to be taken to improve provision further?

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

- continue to develop the observation system in place to clearly identify the next steps in children's learning and development, including evaluation for success or improvement
- conduct regular evacuation drills recording any problems encountered and how they were resolved to ensure children know what to do in the event of a real fire
- develop systems of self evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children

The effectiveness of leadership and management of the early years provision

Children benefit from the good strategies in place to promote their safety and well-being. The childminder has a thorough understanding of his child protection policy and procedures and is fully aware of whom to report any concern to, which safeguard children. High levels of supervision promote children's safety and all adults in the home are suitably vetted. The premises are kept secure and daily visual checks are undertaken. These procedures alongside the clearly written risk assessments enhance children's safety while in the home, garden and on all outings.

The childminder has introduced a good range of policies and procedures. She shares information with parents at the outset to ensure they are fully informed of the service she offers. Parents received regular information about their child's development through daily conversation and via the daily diaries. A good range of documentation is in place and stored securely to maintain confidentiality. The childminder is fully aware of the procedures to follow to share any relevant information with other Early Years Foundation Stage providers that the children may attend to ensure children's learning and development is being supported. The childminder is active in updating her childcare knowledge through additional training; however, she has yet to develop systems of self evaluation to identify the setting's strengths and priorities for development.

The childminder is fully supportive, spending her time constructively involved in play and engaging in conversation with the children to extend their development and language skills. She provides a wide range of activities and resources which are age appropriate. The home environment is organised well, where the children have the opportunity to move freely and make their own choices of play from the good selection of toys and equipment. These are stored at low level to encourage the older children to make their own decisions of play, whilst baby toys are suitably laid out on the floor to encourage early learning. The children also have access to the fully enclosed garden at the rear of the property, which is used regularly as part of the children's learning environment.

Good systems are in place to promote children's good health. The childminder has a current first aid certificate and has a good understanding of how to complete health documentation, in-line with legal requirements. An effective sickness policy reduces the spread of illness within the home and good hygiene procedures minimise the spread of germs. Resources are clean, well maintained and promote equality and diversity. All children are treated with equal respect and their individuality is respected. The childminder recognises that children are varied individuals and have different needs in accordance with their stage of development and personal circumstances. Information is shared with parents daily through conversation and via the daily diaries, informing them about what their children have been doing and how they have been. Parents have access to their children's records and have made comments in the diaries, which ensure a consistent approach is being maintained.

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

Children show confidence and a sense of belonging in the childminder's care as she interacts well with their play, give smiles and cuddles to re-assure them. Young children clearly enjoy the attention they receive and enjoy sitting with the childminder to look at books. She lets the children turn the pages to predict what may happen next and repeats familiar words to consolidate their learning. They clap their hands and wiggle their bottoms with excitement and the childminder praises them for their efforts promoting their self-esteem. Young children are starting to learn skills for the future and benefit from socialising with other children at a range of toddler groups and from visiting places of interest. They enjoy planting in the garden, tasting different foods and icing cakes and biscuits. Children access a range of programmable toys and show they are learning to share well as they share the soft cuddle toys and musical instruments. The childminder is fully aware that children learn at different stages and that some have very short attention spans, she continually changes the activities to keep them stimulated.

Children have opportunity to extend their knowledge of the wider community through regular outings to the parks or the beach to collect collage materials and enjoy messy play activities, such as gluing, using play-dough or playing with stickers. The childminder plans activities and outings accordingly to each child's abilities and adapts them where necessary to ensure all children can be involved. Children have opportunity to mark make to encourage their writing skills as the childminder provides various tools such as paints, pens, crayons and chalks. Children develop healthy lifestyles when playing in the garden on the ride on toys and benefit daily from fresh air when walking to school or with visits to the park. The childminder spends time observing the children at play; she keeps written and photographic evidence of their progress to share with their parents. However, the assessments do not include the identified next steps of children's learning. The childminder ensures children experience a good balance of play and structured activities. Children experience good opportunities to make choices and to initiate their own play. Children clearly feel at ease within their surroundings, they enjoy the childminder's attention and happily to go to her for a cuddle when they get tired.

Children adopt good hygiene practices, such as learning to wash hands before eating and after toileting, and each child is provided with individual towels and toothbrushes to prevent the spread of germs. Children benefit from healthy snacks and meals and learn about how to keep themselves safe through discussions and routines. For example, children are reminded not to climb on the furniture or run inside the house in case they fall and hurt themselves. The childminder talks to them about potential hazards in the home, garden and when on outings. Older children are verbally spoken to about the potential risk of fire, however, fire drills have not been practised and procedures are not in place to record any problems encountered and how they were resolved. The childminder uses positive techniques to manage behavior, including lots of praise and encouragement as children play. Children are taught the house rules to learn what is acceptable from

an early age; as a result, children have a willingness to participate, learn and develop habits to be a positive member of society.

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	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

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

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