

Inspection report for early years provision

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| Unique reference number | EY408613 |
| Inspection date | 30/11/2010 |
| Inspector | Alison Large |
| 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 was registered in 2010. She lives with her husband two children aged 7yrs and 3yrs in a house in the Waterlooville area of Hampshire. All areas of the property, but mainly the ground floor are used for childminding and access to the premises is good. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder is registered to provide care for four children under eight. Two of these may be in the early years age group. The family have no pets. 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.

Children are welcomed into a warm family environment where they are equally valued and included. Children relish their time at the childminder's, she works effectively with parents to meet each child's individual need. As a result, children are happy, settled and safe during the time spent with her. The childminder has a professional approach to her childminding and is committed to continual improvement through ongoing training. The childminder is reflective, and is beginning to identify her strengths and areas to develop. She is developing her knowledge and understanding of the Early Years Foundation Stage, to ensure the children are making progress in their learning and development.

What steps need to be taken to improve provision further?

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

- further develop the systems of observation, assessment and planning to fully support children's learning and development

The effectiveness of leadership and management of the early years provision

The childminder is well organised and children's health and welfare are effectively underpinned because all the required policies, procedures and consents are in place. Children are safeguarded well, as the childminder is fully aware of her duty to protect the children in her care. She has a good understanding of child protection and is aware of her role and responsibilities. She carries out thorough risk assessments throughout the home and for outings. The childminder is keen to keep her skills updated, which benefits the children she cares for. She gets to

know each child very well which means that she is fully aware of their individual stages of development.

The childminder has an excellent relationship with the parents and they are kept informed about their children's progress through the sharing of the 'Learning Journey', the use of daily diaries and through informal discussions. Daily routines ensure the children have many opportunities to play and learn both indoors and outdoors and on a variety of outings.

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

Children develop warm and secure relationships with the childminder and her family. The childminder supports children well and takes care of their individual needs. Children are keen to learn because the childminder provides a stimulating environment where they are encouraged to develop their independence. Children are making good progress as the childminder gives them valuable support and interaction during activities. All children have access to a good range of resources, both inside and outside the home. The learning environment is bright and well organised, allowing children to play freely. The childminder observes and assesses children's development and keeps records of children's achievements. However, this is still being developed by the childminder and formal planning has not yet been put in place. She knows each child well, and recognises their current stages of development; as a result they make good progress towards the Early learning goals.

Children develop a healthy lifestyle through daily physical exercise. They make use of the garden and are taken out for walks regularly. The childminder helps the children stay healthy by encouraging them to follow good hygiene routines and to eat healthily. Children are safeguarded within the home. They play safely indoors because the childminder undertakes daily safety checks and reminds the children about safety issues such as picking up toys so they don't fall over them. The childminder strikes an effective balance between adult-led and child-initiated activities. She gets to know children's interests and provides activities that keep them interested.

Children are well behaved and learning to share with others. Children respond excitedly when the childminder praises their achievements and they develop warm and secure relationships with her. The good excellent relationships developed with the parents ensures that all children succeed. Children's progress records also include many photographs of the children engaged in activities, and provide an excellent record for parents.

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 | 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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| 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

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| 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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