

Inspection report for early years provision

Unique reference number	EY350655
Inspection date	13/12/2010
Inspector	Alison Large
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 was registered in 2007. She lives with her two school aged children in a house in the Portsmouth area of Hampshire. All areas of the property are used for childminding and there is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder is registered to care for a maximum of five children under eight years at any one time. She is currently caring for four children in the early years age group. The childminder is able to walk or drive to the local schools to take and collect children. The family have a pet snail. The childminder attends a variety of groups on a regular basis and is a member of the National Childminding Association. She is a member of an accredited childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and enjoy their time with the childminder. They are able to take part in activities and play experiences both inside and outside the home that supports their learning well. The children are welcomed into a warm friendly home where they are valued and included to ensure none are disadvantaged. The childminder has a professional approach to her childcare and is committed to developing her own knowledge through ongoing training. She has started to evaluate her provision to successfully identify her strengths and any areas for improvement,

What steps need to be taken to improve provision further?

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

- further develop the system for seeking information from parents about the children's development as a starting point for their learning journey

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 fully protected as arrangements to safeguard children are robust. The childminder has a thorough and secure understanding of safeguarding issues and procedures. Her safeguarding policy ensures children are protected and she carries out thorough risk assessments throughout the home and for outings. Children also learn how to keep themselves safe as they practise the emergency

evacuation procedure and the childminder discusses road safety with them when out for walks.

Children develop independence as they select activities from a wide range of resources. Daily routines ensure that children have ample opportunities to play and learn indoors, outdoors and on trips to groups and other places of interest with the childminder. The childminder has a good partnership with parents. Parents are kept informed about their children's progress through informal discussions and through the sharing of their child's assessment records the childminder keeps. The childminder is fully committed to continual improvement of her childminding and she has identified her strengths and areas to develop further, through her self evaluation system. The childminder is aware she needs to work closely with other settings the children may attend, to ensure her provision compliments services provided elsewhere.

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

Children are settled and happy in the childminder's home. Children's learning is extended well by the childminder, who skillfully questions and talks to the children, encouraging them to make decisions and solve problems. Toys and materials are presented well to ensure that children are able to play freely in the space available and to allow them to easily make choices, either independently or with support from the childminder if needed. Children enthusiastically explore the toys and resources and the childminder sensitively joins their play when they need support. For example, the childminder gently holds the bottle of bubble mixture to enable the child to blow the bubbles. He gets excited when he manages to blow some bubbles and he tries to do it again. Observations of children's progress are recorded within the children's individual learning journey's and are shared with parents on a regular basis. The childminder identifies the next steps in children's learning, however, she does not have a system in place which parents to complete, to identify children's starting points in their development and learning when they join the setting. The childminder introduces language such as 'on' and 'off' and 'up' and 'down' as the children play, which helps develop their vocabulary.

Children's overall good health is promoted well by the childminder. The children learn when and how to wash their hands and develop good hygiene routines. A range of healthy meals and snacks are provided for the children and drinks are always available to ensure the children remain hydrated. Children are safeguarded within the home. They play safely indoors because the childminder undertakes daily safety checks and reminds the children about safety issues. For example, she reminds children to sit on the furniture and not to climb. She ensures they remain safe by good supervision of their play. Children's behaviour is good, they are learning to be kind to each other and also how to share and take turns. Children's social skills are developing well and are promoted by the childminder, who regularly praises the children for their achievements. They are learning to help to tidy up and are becoming confident in their daily routines.

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	1
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----