

Inspection report for early years provision

Unique reference number	EY401948
Inspection date	04/11/2010
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 registered in 2009. She lives with her husband and their two young children in a residential area of Peel Common, Gosport in Hampshire. Children have access to all areas of the home on the ground floor, including toilet facilities with rest facilities on the first floor. There is a fully secure garden for outdoor play. The property is within close proximity to schools and local shops. The childminder is registered to provide care for a maximum of 4 children under 8 years at any one time, of these, 1 may be in the early years age group. When working with an assistant may care for 2 children in the early years age group. The childminder is registered on the Early Years Register, the Childcare register and voluntary part of the Childcare Register. The childminder 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 provides an enabling environment for children to learn and meet their individual needs. She has a secure knowledge of the Early Years Foundation Stage and provides children with a wide range of activities and experiences. The environment is welcoming, well resourced and inclusive. This enables all children to make good progress in all aspects of their learning and development. Children are safe and supervised extremely well. Children are clearly happy and settled and benefit from high levels of supervision. The childminder liaises very well with parents to ensure they are well informed of how their child has been and to ensure consistency of care. The childminder has yet to evaluate all aspects of her provision, but has a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to evaluate all aspects of practice

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. Children access toys and equipment that are safe, interesting and meet their changing interests and stages of development. A broad range of play resources are set out within easy reach of younger children and are safe for them to explore.

The childminder ensures children learn how to keep themselves safe. For example, they learn about how to safely cross the road and what to do in the case of an emergency evacuation. 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. The childminder develops good partnerships with parents, which include the regular exchange of information, both verbal and in writing. Children's needs are met as the childminder has a clear understanding of them as individuals; she seeks information from the parents when their child is first placed at the setting in order to meet those needs and values the uniqueness of each child. Parents receive regular information about their child's development through daily conversation, via the daily diaries, text messages and email, and during drop off and collection time. Parents comment that they are very happy with the childminder who provides care of a high standard and keeps them fully informed. 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.

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. 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. The childminder offers an inclusive setting and makes the most of diversity to help children understand the society in which they live. 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.

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. Children are treated as part of the family and have opportunities to interact with family members and socialise with other children when they visit toddler groups. The childminder has a secure understanding of children's different stages of development and provides interesting play opportunities. Children are eager to explore and giggle in delight with the childminder at their success of lining up the different plastic animals and pretending to visit the zoo. They are encouraged to develop their communication by naming the animals and the childminder repeats sounds that they recognise, such as the animal noises. They use their imagination well as they talk about the hay that the horses might like to eat and then decide to visit the farm and see the chickens. Young children are starting to learn skills for the future when playing with a range of programmable toys and ICT equipment, and benefit from socialising with other children at a range of toddler groups. They enjoy opportunities to sing, dance and play with a range of musical instruments when they visit "Jiggly Wrigglers" on a weekly basis and benefit from having free flow into the garden where they can climb, balance and play with a variety of outdoor toys. Children have opportunity to extend their knowledge of the wider community through regular outings to the library, parks or the beach and enjoy opportunities to dress up as a policeman or lollipop lady. The childminder plans activities and outings accordingly to each child's abilities and adapts them where necessary to ensure all children can be involved. For example, making pizzas, where the children can decide which topping they choose and talk about the foods that are good for them. Children have opportunity to mark make to encourage their writing skills as the childminder provides various tools such as paints, pens, crayons and chalks. The childminder spends time observing the children at play; she keeps written and photographic evidence of their progress to share with their parents. These records clearly show the children's starting points, the area of development clearly linked to aspects within the learning and their identified next steps to help move children on. 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. 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 adopt good hygiene practices, such as learning to wash hands before eating and after toileting, and children are provided with paper towels to prevent the spread of germs. Toddlers sleep and eat according to their own needs, and the childminder ensures high standards of hygiene, for example when changing nappies. Older children learn about recycling as they help to place paper and card into the correct recycle containers. 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. Children feel special and are

motivated to learn through sensitive praise and encouragement. They are happy and settled, and display pleasure when exploring toys and receiving interaction from the childminder. The childminder has a good understanding of dealing with behaviour management should the need arise, and effectively promotes positive behaviour. As a result, children feel safe and secure in the childminder's home because the childminder consistently provides a calm role model. Children move around freely and return to the childminder for comfort.

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	1

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