

Inspection report for early years provision

Unique reference number	EY265173
Inspection date	14/03/2011
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 was registered in 2003. She lives with her partner and two school aged children in a residential area of Fareham in Hampshire. All areas of the ground floor are mainly used for childminding and there is a fully enclosed garden available for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children at any one time or when working with an assistant this can be increased to six children aged under eight years. She is currently minding eight children aged under eight years on a part and full time basis, of whom, six are in the early years age group. The childminder also cares for children aged over eight years.

The childminder is able to walk to local schools to take and collect children. 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.

Children are being well cared for as the childminder has a very good understanding of each child as an individual. Children are fully included in the inclusive environment the childminder provides, where they are treated as part of the family. The childminder organises her home to ensure children can move around the allotted areas and access the resources independently. The childminder implements most of her policies and procedures effectively which ensure children make consistent and significant progress in their learning. The childminder has addressed the previous recommendation and has worked very hard in updating her documentation and children's observation records, which shows she has the scope to maintain improvements.

What steps need to be taken to improve provision further?

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

- further develop assessments and planning to clearly show identified next steps for children's progress which can then be measured against their achievements
- further develop the procedures in place to practise evacuations to ensure all children know what to do in an emergency situation
- 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 childminders clear understanding of her child protection policy. Good systems are in place to ensure concerns relating the children's safety are monitored as and when they arise. The childminder has updated her training in safeguarding and all adults in the home are appropriately vetted. Daily visual checks are undertaken to enhance children's safety while in the home and garden and the clearly written risk assessments ensure children's safety. Children learn how to keep themselves safe through reminders and routines, for example, not to run around in doors and learning about road safety issues when out walking. The childminder conducts regular fire evacuations with most of the children and these are logged, however, not all children are fully aware of the procedure to follow in an emergency.

The childminder goes to great lengths to ensure all children feel valued and included as she promotes equality and diversity. She knows the children and their families well and provides suitable resources and activities to ensure all children can take part. All children are treated with equal respect and their individuality is respected. The childminder recognises that children are varied individuals and that they learn at different stages. She encourages them to become independent and uses open ended questions to make them think for themselves. The childminder is fully supportive, spending her time constructively involved in play and engaging in conversation with the children to extend their learning. The home environment is organised well, where the very good selection of play resources are stored at low level and clearly labelled to encourage the children's independence. The children have access to the enclosed garden at the rear of the property, which ensure they benefit from fresh air and exercise on a regular basis.

Systems are in place to promote children's good health. An effective sickness policy reduces the spread of illness within the home and good hygiene procedures minimise the spread of germs. The toys, equipment and resources are clean and well maintained, and the childminder rotates the provisions to ensure the children benefit from all areas of learning. The childminder collates relevant information from parents using child record information forms and through discussion to ensure needs and routines are met. The childminder shows the parents her policies and procedures, to keep them informed of her responsibilities and obtains all the required parental permission signatures.

The childminder monitors children's progress and takes photographs to use as evidence to show what the children have taken part in. Children's learning is well planned for and linked to the six areas of learning; however, the records and assessments do not demonstrate how the child's next steps are being developed. Parents have access to the children's learning journals and they receive additional information during the handover and collection time. The childminder has received several letters from the parents stating how happy they are with the care and flexibility the childminder provides.

The childminder is aware of the procedure to follow to share the children's

development records with other Early Years Foundation Stage providers if the children in her care attend other provisions.

The childminder seeks additional help and support from her local Childminding Network coordinator and keeps parents informed of any relevant information and updated information on the Early Years Foundation Stage requirements. She is active in updating her childcare knowledge through additional training, however, has yet to develop systems of self evaluation that will improve the quality of provision for all the children.

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

Children demonstrate confidence within the setting and enjoy each others company as they chat, laugh and share resources whilst playing together. They enjoy sitting with each other at lunch time having their picnic and bring their own special toys from home, such as their teddy bears and dolls, which ensure they feel comfortable. Children engage in a wide range of stimulating and interesting planned activities both in and outside the home, which help them learn and develop skills for the future. They grow vegetables; learn about re-cycling and saving food scraps for compost heap. They demonstrate good self-care skills as most attempt to put on their shoes and coats or take themselves to the toilet. Children are developing their mathematical concept through role play as they play with the toy cars; sorting out which are the larger or smaller ones and which will fit on the car transporter. They talk about the differences in sizes and begin to work out how to make the doors open or the boots flick up. They use their imagination well as they dress up in the various costumes, for example being the cat or the policeman. They play with a range of textures and media, such as play dough, paints, foam, ice, pasta, sand and water. They develop use of their small muscle control using a range of tools and resources and demonstrate good hand-eye co ordination as they thread the buttons and beads. The children talk about how they like to make things and play with the dressing up clothes and enjoy times to sit with the childminder to read stories to each other. The childminder uses puppets and props to make stories and songs more enjoyable and the children laugh and giggle as they act out the actions.

The childminder plans activities around the children's interests and abilities and adapts them where necessary to ensure all children can be involved. Children access a range of toys that reflect diversity, such as, books, ethnic figures and games, which develop their understanding of the wider world. They visit places of interest, such as the Submarine Museum, Portchester Castle and Moors Valley. They enjoy times to visit the local library to select their own books and develop their social interaction when visiting the local parent and toddler groups and drop in centres where they meet with other childminders and their children. Children enjoy a healthy lifestyle and benefit from fresh air when playing in the garden, visiting the various play parks and walking to school. Children feel at ease within their surroundings; they enjoy the childminder's attention and happily talk to her about the things they have done at home or at pre-school.

Children learn effective procedures to keep healthy and safe. They dash off to the bathroom and wash their hands without prompt and are provided with individual towels to prevent any cross contamination of germs. They talk about the importance of eating healthy foods and why they need to drink. Children receive praise and encouragement and the childminder has clear rules and boundaries in place. The children behave exceptionally well and use their manners. As a result, the children know what is expected of them and develop high levels of self-esteem.

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