

Inspection report for early years provision

Unique reference number	EY417681
Inspection date	27/04/2011
Inspector	Lisa Cupples
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 three children in Gosport, Hampshire. The whole of the house is used for childminding with toileting facilities on the ground floor. There is a fully enclosed garden for outside play and the family has a pet rabbit and two dogs.

The childminder is registered to care for a maximum of five children under eight years. Of these, three children may be in the early years age group, and of these, only one child may be under one year at any one time. She is currently caring for one child in the early years age group and five older children on a full and part time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts 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.

All children are extremely happy and settled during their time with the childminder. She takes the time to get to know the children and their families well, ensuring their individual needs are being met at all times. Children's welfare is successfully promoted and safeguarding is a key strength of the setting. Overall, strong partnerships with parents ensure that children are consistently challenged and stimulated as they continue to make good progress towards the early learning goals. Continual evaluation and effective monitoring enables the childminder to have an accurate understanding of the setting's strengths and there are plans for further development in order to maintain good outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop the information obtained from parents about the children's starting points in relation to the early learning goals to ensure their progress is monitored from the time they begin to attend
- share the children's next learning steps with parents to enable them to extend their children's learning at home.

The effectiveness of leadership and management of the early years provision

All children are safeguarded extremely effectively because the childminder has an outstanding understanding of child protection procedures and knows how to implement them. The childminder has also attended child protection training to

further develop her own knowledge and understanding of the procedures. Parents are fully aware of her safeguarding responsibilities through discussion and written policies and procedures. All adults in the household have been vetted to ensure they are suitable and all visitors are required to sign in and out of the household to ensure an accurate record of everyone coming into contact with the children is maintained. Children enjoy an exceptionally safe and secure play and learning environment because the childminder carries out daily checks and has completed full written risk assessments to minimise any potential risks to children. For example, all cleaning materials are inaccessible to children and stair gates are used to prevent the youngest children from climbing the stairs unsupervised.

The childminder is committed to ensuring all children and their families are included and contribute positively to a fully inclusive setting. All children access furniture, equipment and resources that are of high quality, and which support all their learning and development. Resources are colourful and interesting and successfully develop children's understanding of diversity. The childminder has experience of caring for children with additional requirements and effective systems are in place to fully support all children and their families. All children's needs are met through effective partnerships between the childminder and parents. The childminder embraces the role of parents as crucial to children's successful development. Before children attend the setting the childminder builds an extensive picture of their likes, dislikes, routines and individual care needs. However, little information is obtained about the children's starting points in relation to the early learning goals to enable the childminder to accurately track the children's progress from the time they start attending. Parents are well informed about the setting and have access to their children's records at any time. Information is shared daily, both verbally and through written daily diary sheets. However, information about the children's identified next learning steps is not shared regularly to enable the parents to extend their children's learning at home.

The childminder is dedicated to providing the best possible care for each child as a unique individual. Comprehensive self-evaluation systems ensure that plans for improvement are prioritised and acted upon. For example, the lay out of the play room in the conservatory has been altered to ensure the younger children's play and learning is not disturbed by the older children. The childminder has also developed the garden area to ensure all six areas of learning are covered both inside and outside regularly to ensure children enjoy a balanced range of activities and experiences. The childminder attends a wide range of training courses and is currently completing a level 3 NVQ in Childcare and Education to drive improvement for the children who attend.

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

Children enjoy a stimulating and welcoming environment and benefit from varied and imaginative experiences that meet their individual needs well. They benefit from accessing a well-equipped playroom which leads out into the garden. They enjoy planting seeds, watching as the sunflowers grow taller and practise their

physical skills daily, at local parks, the beach and physical activity centres. Children explore the surrounding area and enjoy going for walks. This successfully develops their knowledge, skills and understanding of the world. Children build warm and trusting relationships in the setting with the childminder and their peers. The childminder uses a wide range of activities which provide children with appropriate challenges. Through sensitive observations, the childminder is able to plan and organise an extensive selection of experiences to reflect the children's individual interests and promote their learning and development across all six areas.

Children play an active role in their learning and show good levels of independence, curiosity and imagination. They also confidently use language for communication and thinking, sharing their thoughts and ideas openly and to refer to events they are inquisitive about. The childminder is attentive and responds to the children's interests well, supporting and challenging their thinking by engaging them in purposeful conversation and asking open-ended questions. Children recognise colours and count at every opportunity.

All children learn about the importance of safety rules from a very early age through discussions, activities and daily routines. For example, children know they have to wear the fluorescent jackets when they go out with the childminder so that she can see them clearly at the park. They know they have to sit down at the table when they are eating in case they choke on their food. All children learn about road safety on outings and they talk about waiting for the 'green man' to appear and watch for cars carefully before crossing the roads. They are beginning to learn about the importance of safety when playing in the sun and they know they should wear hats and sun cream to protect themselves. Children also learn about car safety, they practise doing up their seat belts and know they have to wear them when they go out in the minibus. Children know how to evacuate the premises quickly and safely in the event of an emergency because they practise regular fire drills with the childminder.

Children also have many opportunities to develop their awareness of keeping themselves healthy. They engage in a wide range of physical activities, both indoors and out and gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Children are developing good self-care skills and are encouraged to wash their hands at appropriate times to help prevent the possible spread of infection. Children enjoy a wide range of fresh fruit and vegetables and often talk about the types of food that are good for them.

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
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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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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