

Inspection report for early years provision

Unique reference number	EY410287
Inspection date	30/03/2012
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 first registered in 2010. She lives with her partner and their three children in Hayling Island, Hampshire. The whole of the property is used for childminding and children have access to a secure garden for outdoor play. The family has two cats.

The childminder is registered to provide care for a maximum of four children aged under eight years. Of these, only two children may be in the early years age group at any one time. She is currently providing care for two children in the early years age group on a part-time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are happy and settled during their time with the childminder. She spends time getting to know the children and their families well, enabling her to meet their individual needs. Overall, children's safety, welfare and learning and development are supported successfully. The childminder effectively evaluates her practice to drive improvement, demonstrating the capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure children enjoy a range of healthy options at lunch time to develop their understanding of a healthy lifestyle from an early age
- extend the information gathered from parents about the children's starting points in relation to the early learning goals
- ensure the outdoor play environment is made safe, with regard to the patio.

The effectiveness of leadership and management of the early years provision

The childminder has attended child protection training and has a very good understanding of the procedures to follow to protect and safeguard the children in her care. The childminder has full written policies in place which are shared with parents to ensure they are fully aware of the childminder's role and responsibility. All visitors are required to show identification and sign in and out of the visitor's book. All adults in the household have been vetted and are suitable. All children enjoy a safe and secure play and learning environment overall because the

childminder carries out and records full written risk assessments covering all areas the children come into contact with. However, there are a few very loose flagstones on the patio in the garden that may cause a trip hazard for young children.

The childminder evaluates the effectiveness of her provision to improve the outcomes for children. She identifies her strengths and any areas for development and continually attends training courses to further develop her knowledge and understanding of the Early Years Foundation Stage framework.

The childminder uses the space available well, in particular the garden area is used and organised effectively. Children fully participate in a wide range of both indoor and outdoor play and learning opportunities. All resources are accessible to all children and the childminder rotates the resources to ensure the children are fully occupied and interested in the activities. Children show good levels of independence as they self-select resources, promoting their decision-making skills well. Children use a wide range of multicultural resources as they begin to learn about diversity and the wider world. They celebrate cultural festivals and enjoy art and craft activities. Children are beginning to show respect for one another as they share and take turns. They recognise differences and understand that everyone likes to do things differently and enjoy a variety of things.

Children benefit from the open lines of communication between their parents and the childminder. They share information daily through discussion at arrival and collection time and also through the use of daily diaries. The childminder gathers a wealth of information about the children's welfare requirements before they attend. However, limited information is currently obtained about the children's starting points in relation to the early learning goals. All parents have access to their children's learning journals and are able to make written contributions if they choose to. The childminder discusses the children's individual needs and next learning steps regularly to fully involve the parents and enable them to extend their children's learning at home. The childminder uses parental questionnaire's and discussion to gain feedback from the parents about her childminding service. The childminder has secure links in place with other early years providers to ensure continuity of care, play and learning for those children who attend other early years settings. The childminder is happy to liaise with other agencies if the parents request it to fully support all the children in her care.

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

The childminder has a clear understanding of the Early Years Foundation Stage framework and knows how to implement it to meet the needs of the children in her care. The childminder is skilled at letting the children's play develop naturally and steps in when necessary to direct or facilitate their own ideas. Children are given the time to explore and investigate the resources as they take part in activities. For example, children enjoy digging and planting flowers. They hunt for mini beasts and look at the similarities and differences of the bugs they find.

Children experiment with paints and glue as they participate in art and craft activities. Children's physical development is progressing well as they take part in various games and use a wide range of resources in the garden. They practise their climbing and balancing skills and enjoy running and jumping as they learn to move with control and coordination. Children mark-make using paints, crayons, chinks and pencils for a variety of purposes. They paint the patio with water, using rollers and brushes, laughing as they watch the patterns change. Children are beginning to use a range of tools with ease and confidence, such as scissors and staplers. Children enjoy singing rhymes and playing musical instruments, they play loudly and then quietly as they learn about volume. Children confidently match actions to rhymes and dance around as they sing. Children use their imaginations well as they take part in role play games and negotiate roles. They pretend to cook or build with the resources, using oven gloves as they talk about the oven being hot. Children also use a wide range of small world resources such as, dolls houses, farms and garages to develop their imaginations as they explore the world around them.

Children learn the importance of keeping themselves safe from an early age. They learn about the Green Cross Code and sun safety, as they wear hats and sun cream outside. They talk about protecting their skin from burning in the hot sun. Clear safety rules and boundaries are in place to ensure children know what they can and can't do. For example, children know they must not climb on the furniture or run inside the house in case they fall and hurt themselves or others. Children know how to evacuate the premises quickly and safely because the childminder practises regular fire drills with them, using different exits each time. Children learn about healthy lifestyles and good personal hygiene from an early age. They wash their hands at appropriate times, talking about washing away the germs. Overall, children are learning about healthy eating and enjoy a range of nutritious snacks and meals. However, some less healthy options are provided for the children in her care during lunch time, such as, packets of crisps. Children are beginning to understand about right and wrong through discussion and clear rules and boundaries. The childminder implements the clear rules and boundaries consistently. Consequently, children know exactly what is expected of them and they behave appropriately. The childminder encourages the children to use their manners and be polite, always leading by example.

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