

Inspection report for early years provision

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Inspection date	25/04/2012
Inspector	Kerry Iden
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.

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 registered in 2011. She lives with her partner and their two children in the town of Southsea, Hampshire. Different areas of the childminder's home are used for different types of play and there is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for no more than four children under eight years at any one time; of these no more than two may be between a year and the end of the early years age group. The childminder is also registered to provide overnight care for two children under eight years. There are currently four children on roll, all of whom are in the early years age group. The childminder walks or drives to local toddler groups, pre-schools, the park and other places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is enthusiastic in her work, professional and effective in her quality of teaching. She is establishing clear and effective systems to work in partnership with parents, although not yet other settings children attend. She values the information she receives from parents to support children's individual needs and she shares ideas about children's development. Children are making good progress in their learning and show they feel safe and enjoy their time in the setting. This is because the childminder has a good knowledge of child development and is keen to extend this knowledge. Her ability to evaluate her work indicates that she has a strong capacity to continually improve practice and raise standards for children.

What steps need to be taken to improve provision further?

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

- develop a more effective two-way flow of information with other early years providers, to ensure a collaborative approach to children's welfare and learning.

The effectiveness of leadership and management of the early years provision

The childminder provides children with a safe environment for play. She completes thorough risk assessments of her home, garden and outings and evaluates these after any accidents occur. Children learn how to keep themselves safe in an emergency through practising evacuation drills. The childminder also has a good understanding of her responsibilities towards the protection of children. She shares her information about safeguarding with parents through her written policies. All other documentation required by the Early Years Foundation Stage is in place, very well organised and instantly available for inspection. The childminder has made a very strong start to her childminding and is motivated to provide good quality child care. She enjoys establishing and reviewing the many systems that are currently in their infancy to support her work. She is keen to drive improvement for children, such as the development of the sensory area in the garden. She is also keen to keep her professional knowledge up to date by attending seminars and liaising with local early years coordinators. Parents receive encouragement to share their thoughts and ideas through discussion, diaries or completed questionnaires.

The childminder also evaluates the use of space within her home. She has designed areas to promote the different areas of learning. She resources them effectively, for example dedicating quiet spaces for sharing books. The resources are of good quality and interesting for the children attending. The childminder complements her resources with some homemade books or additional shakers for the musical instruments. She is imaginative with resources, such as hiding familiar objects in jelly to give children good tactile experiences. The childminder also uses her resources to help children understand about themselves and others. Young children compare where their ears and eyes are after playing with dolls. Additionally, the childminder organises mini projects to learn, for example, about celebrations from their own and other families. The childminder knows children's capabilities well through the detailed observations and individual planning. Therefore, although children are similar in age she has a good understanding of supporting each child individually.

The childminder has established strong relationships with parents. However, she has not yet extended this partnership to other early years settings the children attend. This is to secure more effective continuity in children's care and learning. Communication with parents is very good. After receiving detailed information about her service, she values the information parents share with her about their children. This information forms the starting point to support children's learning. Detailed daily diaries keep parents informed of the day-to-day events. Sharing of development records provides them with tailored guidance about precise ways they can support their children's learning.

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

Children are very settled and happy within the childminder's home. They have developed a warm and trusting relationship with the childminder. Children are developing their relationships with others too as they become confident with their peers. They are interacting together well and playing happily alongside each other. They are building up the confidence to try new sensory experiences, such as playing with jelly. Although children are initially reserved, some choose to move the jelly about with spoons and spatulas. Others soon enjoy the texture of the jelly as their curiosity is stimulated as they search for hidden animals. Children soon develop other senses too as they smell and taste the jelly. The childminder has a good understanding of the different areas of learning. She has been using the initial time with young children when they start to establish her knowledge of their starting points. The childminder has developed effective systems to record her observations. These link to the early learning goals and provide the childminder with further detailed information for future individual planning. This supports children in making good progress in their learning and development.

Young children show they feel very safe and comfortable within the setting. They know they can access their own comforters when needed and follow their individual needs for routines, such as sleep. Children are able to take appropriate risks as they enjoy the challenge of climbing inside boxes and crates. The childminder meets children's physical and dietary requirements well. Children receive a good balance of healthy snacks and meals over the course of the day. Their independence is developing as they feed themselves and enjoy sociable meal times. Through well-established routines, children are developing a good understanding of hygiene by cleaning hands after messy activities and before meals. A wide range of physical activities, inside and outside, support children effectively in maintaining a healthy lifestyle.

Young children are successfully developing many of the skills they will require to secure future learning. Communication, language and literacy are promoted well by the childminder through discussion, sharing books and role playing stories. Dedicated cosy spaces for shared stories are inviting and offer a variety of literature including homemade books of children and their families. The childminder and the children act out favourite stories using props to make them more interesting. Children develop a strong understanding of early mathematical concepts. They place objects, for example, inside boxes while the childminder introduces colour matching. Children are developing skills to play independently as well as together. With some support from the childminder, they are learning how to share resources, enabling everyone to make a positive contribution.

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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