

Inspection report for early years provision

Unique reference number	143213
Inspection date	22/04/2009
Inspector	Lynn Reeves
Type of setting	Childminder

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.

Description of the childminding

The childminder has been registered since 1989. She lives with her husband and two teenage children in a mid-terraced property in the Southsea area of Portsmouth. There is an enclosed safe and secure garden for outside play and schools, parks and shops are nearby. The childminder is registered to care for a maximum of six children under eight years at any one time. Currently, there are five children on roll aged under eight years, three of whom are in the early years age group. The childminder also cares for three children aged over eight years and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder holds an NVQ level 3 certificate in child care and education and is a member of the local childminding network group.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children are very secure in their surroundings and thoroughly enjoy their time with the childminder. All children thrive in this environment because the childminder has an exceptionally good understanding of child development and learning. Children's learning is extended exceptionally well by the childminder, who skilfully and effortlessly provides challenges that build on the children's existing interests and abilities. The childminder continually attends training events and courses to update her knowledge in child care and has addressed the previous recommendations. The good range of policies and procedures are implemented effectively; as a result, all the children are fully included and progressing extremely well.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further developing systems of self evaluation to identify the setting's strengths and priorities for that will continually improve the quality of provision for all children

The leadership and management of the early years provision

The childminder is very enthusiastic and organises her home, documentation and overall provision extremely well. The childminder has developed effective policies and procedures and follows these to ensure children are safeguarded. For example, she keeps children under very close supervision at all times and has a very clear understanding of the child protection procedures. All adults in the household have been vetted to ensure they are suitable. Parents are provided with excellent quality information about the childminder, the service that she provides and the progress of the children in her care. Parents are well informed about their children's general care and well-being and receive information about the daily

activities, the children's diet and sleep patterns during handover time and via daily diaries. The childminder also has an open door policy, encouraging parents to spend time with their children, further developing their understanding of how their children's learning is successfully promoted. The childminder undertakes regular observations and uses these, along with photographs and a sample of children's work, to record progress. The written policies are regularly reviewed and updated and through discussion the childminder demonstrates how she evaluates her practice. However, there is nothing written at this stage because this is still being developed. The childminder has extensive and detailed risk assessments, which are undertaken to enhance children's safety while in the home, garden and on all outings.

The quality and standards of the early years provision

The childminder has an excellent understanding of the Early Years Foundation Stage (EYFS) and how children learn. She provides a vast array of activities and experiences for the children, linked with their own personal needs and interests to promote their learning and development fully in all six areas. Children delight in looking through their learning journeys at the photographs and examples of their work, recalling things they have done. Children are very sociable and develop strong relationships with the childminder and other children in the home. They laugh and giggle together as they play peek-a-boo and share resources exceptionally well. Children respond to the childminder in a positive manner, for example, helping to pick things up from the floor when asked. The childminder interacts exceptionally well with the children, asking open-ended questions to make children think and gives time to young children to work things out for themselves. For example, as the children play with the small world people and the dolls house, they realise they cannot find the small table, so the childminder asks them to think about what else they could use. She provides focused activities with planned learning intentions and is also skilled at making the most of incidental learning opportunities to support the children's learning. For example, as they walk to school, they stop to look at the snail crawling along the path and talk about the trail it is making. Children count at every opportunity, they count how many grapes and raspberries they have on their plates and are starting to understand mathematical concepts as they talk about things that are bigger or smaller. The childminder is fully aware that children learn at different stages and that some have very short attention spans, therefore she continually changes the activities to keep them stimulated. Children's hand to eye coordination is promoted effectively with the use of jigsaw puzzles, building with bricks and during meal times when young babies are encouraged to feed themselves.

Children access a wide selection of toys that reflect diversity; they often dress up and celebrate festivals, such as Chinese New Year, when they tasted noodles and rice crackers. They grow seeds and plants and take part in cooking activities. Children's physical development is promoted as they play with toys in the garden, for example, playing hopscotch or skipping and manoeuvring between cones. They develop use of large muscles when visiting indoor soft play areas, play parks and parent and toddler groups and enjoy opportunities to bend and stretch when acting out actions to nursery rhymes. Photographic evidence depicts children

painting, using a vast range of collage materials, cutting and sticking and using various media. The childminder provides an inclusive provision where all children have their individual needs met and enjoy activities and resources appropriate to their stage of development. The learning environment is well presented to ensure that children are able to make choices from the wide range of resources available to them, whilst having suitable space to play freely.

Observations of children's progress are recorded within their individual learning and development files and provide a clear and thorough record of children's progress. The children's scrapbooks are full of examples of their work and provide an extremely informative collection of pictures and events for the parents and the childminder to see the children's progress as their skills develop and improve in all areas. Development records clearly highlight the next steps in children's development, and the information is used exceptionally well to support and extend children's learning further. The childminder involves all children with activities and adapts her environment and resources accordingly to ensure all children feel valued and included. She actively listens to the children and responds well to their individual needs, promoting positive behaviour because the children do not have time to become frustrated or bored.

Children's health and well-being are promoted extremely well by the childminder who implements effective and robust procedures at all times. Children learn how to stay safe as the childminder talks to them about road safety issues and not to jump about on the furniture in case they fall. Children regularly practise fire drills, which ensures they know how to evacuate the premises in an emergency. Children gain excellent personal hygiene skills, learning to wash their hands before and after eating, wiping their faces after lunch with their own flannels and putting their hands to cover their mouths when coughing. Children use their manners extremely well without being prompted. Well managed systems are in place to ensure that all snacks and meals meet the individual dietary requirements of all children. Food probes, fridge thermometers and appropriate storage of food ensure children's good health.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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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