

Inspection report for early years provision

Unique reference number	EY222251
Inspection date	06/01/2011
Inspector	Michele Beasley
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 has been a registered since 2002. She lives with her two school aged children in a house in the Milton area of Portsmouth, close to local shops, schools and park. The whole of the ground floor of the property is used for childminding with toilet and washing facilities provided on the first floor. There is a fully enclosed garden available for outside play. The childminder walks to local schools to take and collect children. She attends the local parent and toddler group and takes children to the library and various community parks and attractions. The family have a dog.

The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She is registered to offer care to a maximum of six minded children at any one time. She is currently minding three children in the early years age range. The childminder minds older children before and after school. The childminder is a qualified practitioner and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and inviting environment where children settle happily and feel secure. Children make progress with their welfare, learning and development because the childminder evaluates and reflects upon her provision and practice to ensure it meets the needs of the children and their families. The childminder has a clear vision for her childminding provision and to sustain continuous improvements. Parents are welcomed into the childminder's home and she shares information about children's welfare experiences and development with them. Records and procedures required to meet the welfare and learning requirements of the Early Years Foundation Stage are mostly in place.

What steps need to be taken to improve provision further?

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

- maintain a record of risk assessments for outings identifying when and by whom they have been checked
- further use the recorded observations of children's progress to assess their learning needs and encourage parents and carers to contribute to this information to plan future learning

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge about child protection procedures and knows where to make referrals. The childminder has an emergency evacuation policy and procedure in place. Fire drills are carried out with the children and evaluated. The childminder assesses risks on the premises and records aspects that require daily checking. She takes effective steps to reduce hazards, such as having socket covers and stair gates in place to ensure children's safety. This ensures any potential hazards are promptly identified and minimised. The childminder has ensured required written parental permissions are in place and on site for all the children in her care. These include permissions to go on outings and to obtain emergency medical advice or treatment. In discussion the childminder gives examples of how she risk assesses on outings, however, these are not recorded with dates carried out and identified dates to review. This could compromise children's safety.

The childminder has a very organised provision. Children benefit from a good range of easily accessible resources that stimulate their play and learning. The childminder organises routines that support their individual needs, such as trips out to story time at the library, the park and woods. Children play with a range of resources that reflect social diversity and learn about themselves and other cultural festivals such as Divali. This helps widen children's view of their own identity and the wider world we live in. She has systems for the systematic observational assessment of children's learning and development, however these are not used to clearly identify and plan for their next possible steps. Presently, parents do not contribute to their children's learning journeys. Therefore, this does not help parents and the childminder build on children's experiences and newly acquired skills together. The childminder evaluates her provision and has clear targets to work towards. These include identifying more time to spend on paperwork. This shows good levels of commitment to her continual improvement.

The childminder establishes relationships with parents. The childminder values the role of parents and continually encourages them to share what they know about their child. The childminder does currently care for children attending other early years settings. The childminder establishes a two-way flow of information in order to provide continuity for children's care and learning.

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

The childminder shows good understanding of how children develop and provides activities that promote their progress towards the early learning goals well. She learns about their individual starting points from parents, and builds on these through the provision of a stimulating and appropriately challenging range of activities. The childminder watches children during their activities. However, she does not assess their progress, using written observations and photographs to help

identify their next possible steps. The childminder is developing reflective practice, such as by evaluating how parents can contribute to their child's learning journey.

The childminder is calm and patient with children, she is particularly skilled at caring for a mix of ages and keeping all of their different needs and interests satisfied. On the day of the inspection three children were present. She was seen to be appropriately supporting and encouraging the very youngest with tasks such as pulling the child up to standing position with the furniture, engaging with the pre-school aged child and toddler to explore ideas and extend the child's knowledge with skilled interaction and suggesting entertaining and challenging activities such as building and stacking with coloured numbered blocks. Photographs show that children cook fairy cakes, dress up, explore the outside environment and participate in creative activities.

Children's behaviour is very good while in the care of the childminder. She models polite behaviours, such as always using please and thank you and children emulate this. They are encouraged to be helpful and to take responsibility for tidying away toys and equipment that they have used. Children enjoy making cups of tea in the role play kitchen and playing with an interactive globe finding out information about different countries. They enjoy the childminder's company when they all sit together at the table playing a memory game using small figures. This provides the children the opportunity to learn about game playing, sharing and co-operation with others.

They learn about health and hygiene through the participation in daily routines such as hand washing before and after meals and are beginning to understand the health benefits of this. Children's understanding of healthy food is very effectively promoted by the childminder, who talks to the children about the healthy benefits of the food they have at snack such as blueberries and strawberries. The childminder encourages them to drink sufficient water to keep them well hydrated. Children bring a packed lunch, and parents supply bottles of milk for the youngest child.

The childminder ensures that her home is safe and secure and deploys safety equipment when needed such as stair gates. Children receive gentle reminders about how to play safely with equipment and are encouraged to consider the risks, for example, of leaving small items within the reach of younger children or babies. The childminder has risk assessed her home and in discussion gave examples of how she risk assesses on outings, However, these are not recorded with dates carried out and identified dates to review.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----