

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY278985        |
| <b>Inspection date</b>         | 14/12/2010      |
| <b>Inspector</b>               | Lilyanne Taylor |
| <b>Type of setting</b>         | 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 2004. She lives with her two children, one adult, and one teenage in a semi-detached house situated in a residential area of Southsea, Portsmouth. The whole of the premise is registered for childminding; however, the childminder chooses to care for children on the ground floor accessing the upper floor only for use of the bathroom facilities. There is a fully secure garden for outdoor play. The property is within close proximity to schools, local shops and parks.

The childminder is registered to care for a maximum of six children at any one time; of these three may be in the early years age range. Currently the childminder has three children on roll in the early years age group. Care is also able to be provided for children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder operates Monday to Friday 6.30am to 6pm all year round. Children's attendance is able to be flexible within these times to meet parents' requirements.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an environment where all children and their parents are given a warm welcome and valued as individuals. She is fully committed to her ongoing professional development and is continually improving the provision she provides; training she has completed has enabled her to embrace the Early Years Foundation Stage and implement this successfully in her practice. As a result the progress children are making in most aspects of their learning and development is good. Most documentation to show how the safety of children is assured is maintained as required.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. 28/12/2010

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

- update the record of risk assessment to include any assessments of risk for outings and trips

- provide opportunities for more able children to gain the experience of using equipment such as scissors and glue by reviewing the organisation of craft activities

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is fully safeguarded. The childminder has a sound understanding of the procedures to follow should she have concerns about children's well-being. The childminder ensures children are under her close supervision at all times. Should she be absent due to an emergency situation then the systems she has in place would ensure children are never left alone with un-vetted people. All adults living in the house have had their suitability to be around children confirmed by Ofsted. The premises are kept secure, preventing children leaving unnoticed or visitors entering unannounced. The childminder conducts a risk assessment of the premises which ensures all areas children have access to are safe. However, she does not maintain a written record of her assessment. This is a breach of welfare requirements. Verbally she is able to state how she keeps children safe on outings.

The childminder is fully committed to her ongoing professional development and uses the knowledge she gains from training to enhance practice. She has a good understanding of how children learn and develop and provides them with a range of activities that support their learning and development in all areas. The childminder organises activities so all children can participate, however, at times this does not fully meet the needs of older children.

Through self-evaluation the childminder is able to identify her strengths and some areas for development within the provision. Parents are included in the evaluation process and targets set are well placed to have the best impact on children. For example, the childminder is keen to ensure her knowledge of how to ensure children's well-being is fully protected is kept up to date and is currently awaiting confirmation of a date when a safeguarding children refresher course is to be held. The addressing of previous recommendations has improved the outcomes for children's health and safety. This shows that the childminder has the willingness and capacity to improve her service.

Flexible daily routines allow children to experience a varied range of activities in both the home and outdoors. The childminder's organisation of the lower floor of her home means children are always within her sight or hearing. Resources available to children are arranged at low level so they are able to access them independently.

Parents enjoy well-established partnerships with the childminder. They receive a wealth of information during the settling in sessions and information is shared on a daily basis about their children's welfare, learning and development. This means children's individual needs are known and fully supported. Parents express in writing that they believe the childminder has played a major part in the upbringing of their children and that they could not be happier with their choice of childcare. At this time the childminder is the sole carer for children in attendance. However,

should this change she is aware that a system for exchanging information with other Early Years Foundation Stage providers needs to be established to enable all children's care and learning to be continuously supported.

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

Children thoroughly enjoy their time with the childminder who clearly loves her profession. The childminder uses the information she gains from parents alongside her own observations to provide for children's next steps of learning. Children's progress records are well organised, linked to the six areas of learning and shared with parents.

Children are relaxed in the company of the childminder they share conversations with her and when tired or need reassuring they go to her for a cuddle. Children are polite and well behaved and respond well to the clear boundaries in place. They are learning to share toys and resources with clear explanations from the childminder to support this learning. Children are starting to become aware of their own safety as they play and. they regular practise the fire evacuation procedures.

Children have opportunities to make-marks with paints and crayons and they are beginning to recognise shapes and colours. Counting, number and letter recognition is part of the daily routine and incorporated into activities, such as the making of a foam shaped alphabet and number floor puzzle. Children enjoy taking part in creative activities and are keen to share with others what they are making. However, because these activities tend to be led by the childminder older children are not given the opportunity to gain the experience of using scissors or to make their own choice of how their creation looks. For example the childminder pre-cuts the shapes and materials to be used and then places the glue on the items.

Children regularly meet up with children cared for by another childminder. This provides them with the experience and opportunity to learn how to socialise with other children and adults. This provides them with some of the skills they will require for later life. Together they enjoy a wide range of outings; they go to local parks, walk along the seafront and visit a castle to see the lighthouse. While at the beach and parks children collect shells and leaves. These they either use for future craft activities or take home to show their parents. Through discussions with the childminder and resources such as books and small world play figures children are beginning to gain an understanding of some aspects of the world in which they live.

Children show a good understanding of hygiene and know when they must wash their hands to get rid of germs. Meal times are a social occasion with the children seated together. They thoroughly enjoy a range of nutritious snacks and eat healthy meals the childminder prepares for them from scratch.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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

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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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**

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| 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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