

Inspection report for early years provision

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Inspection date	27/05/2010
Inspector	Michele, Karen Beasley
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 registered in 2007. She lives with her husband and one adult child in an end terrace property in the Fratton area of Portsmouth. The whole of the premise is suitable for childminding. However, the childminder chooses to use only the ground floor rooms and first floor bathroom. There is a fully enclosed secure garden for outdoor play. The premises are within close proximity of schools, parks and shops. The family do not keep pets.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She has two children currently on roll in the early years age range.

The childminder is an accredited and community childminder. She is also a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this setting as the childminder is exemplary in meeting the needs of the children in the Early Years Foundation Stage through her work practice. She recognises the uniqueness of all children, ensuring their individual requirements are very well met. Through discussion and use of a wide range of resources the childminder ensures an inclusive environment is provided for all children. Through the consultation she has with parents and her ability to self-evaluate her provision she demonstrates an excellent capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systems of self-evaluation within the setting to identify and maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

The childminder shows an excellent understanding of how to safeguard the children. She develops and effectively implements written policies and procedures which promote the children's health and safety. She shares her records and policies with parents, including her child protection policy and complaints procedure. There have been improvements since the last inspection. She records existing injuries and incidents should she have any concerns about possible child

abuse. All documentation is maintained to a high standard for the safe and efficient management of the service including medication and a register of attendance. A comprehensive risk assessment is completed for the setting and for outings with hazards identified and minimised. Emergency evacuation is practised regularly to ensure all children are clear of how to make a swift and safe exit from the home. Children learn to keep safe as they are required to sit at the table whilst eating food and put away toys when finished so they can play safely and comfortably with other resources.

The home is extremely well organised and children use all available rooms on the ground floor as they freely choose labelled resources that are easily accessible to initiate their own choice of play. They have a bright, inviting dedicated playroom with a wealth of good quality play resources. The childminder is highly supportive of children at all times as she is fully involved in activities or effectively oversees independent play. Children are treated with equal concern and given appropriate support for their capabilities to ensure they are included and all individual needs are successfully met. Individual targets are identified for next steps, and incorporated into daily planning. Children's awareness of the diverse society in which they live is raised through activities, posters displayed and books. All children have equal access to the wide range of resources, activities and experiences provided. Children are taken on regular outings and are keen to share their experiences with others.

The childminder ensures relevant information is collated prior to children starting to ensure she is aware of care and development. She provides a comprehensive range of written information and policies outlining work practice which supports children and ensures parents are fully informed. She continually reviews practice for success and improvement, welcoming views from parents and updating written documentation as required in line with changes. Information is displayed prominently in the setting and parents are welcome to share children's achievements at home to contribute to their learning journeys. The childminder is aware of the importance of working with other key persons to share targets to support children's learning and progress. The childminder is highly committed to her role and driving improvement; she recognises that her service is continually evolving and strives to build on current practice through additional training and evaluation. Since the last inspection the childminder has become accredited and is a community childminder.

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

The childminder meets all outcomes exceptionally well ensuring that children's welfare is extremely well promoted and they are safeguarded. Picture prompts, gentle reminders and thorough procedures promote a clean environment and children adopting excellent habits for a healthy lifestyle. They learn why it is important to wash hands, drying them with paper towels. Children benefit from regular brushing of their teeth after food and have their own toiletry bags hung up on their named pegs. Children go on outings into the community to local parks, adventure playgrounds and children's centres. Children also enjoy regular exercise

sessions such as dancing to known songs; all of which contributes to their physical fitness and development, socialising with others and developing knowledge and understanding of the environment. Healthy eating is strongly promoted, children grow vegetables and fruits and learn about recycling and making compost. A fruit and vegetable chart is filled out for each child to promote healthy eating. Mealtimes are enjoyed together, making them a sociable occasion and encouraging the children to try new foods and to make their own smoothies. The childminder is flexible to support families' individual needs. She has all required documentation to ensure health and care requirements can be identified and met.

Children's learning and development is highly supported as the childminder has excellent interaction with the children. She provides interesting activities and consults children regularly about what they would like which ensures they are interested and occupied. Children freely choose toys and resources and confidently access equipment to enhance their play as they develop imaginary roles for themselves, such as dressing up. Mark making resources are readily available and children have excellent opportunities to learn and recognise their own name and that text has meaning through a variety of picture and text labelling around the setting. All areas of learning are highly promoted with children having activities and resources that promote a balanced curriculum. Lots of learning is included into natural free play and routines with children such as counting out pieces of fruit at snack time or discussing how they can make models out of junk modelling in their creative play. Children learn about Chinese New Year, matching their own Chinese zodiac sign with Chinese script, copying Chinese numbers, making Chinese dragons and tasting Chinese noodles.

Independence is particularly well promoted with children encouraged to share and take turns; they take pride in helping out and thrive on tasks such as potting seeds to grow and watering them and measuring them when they grow. Children learn self care skills, such as toileting and putting on coats and boots. Children behave very well in the setting and have contributed to house rules. Children have talked about how their behaviour and other children's behaviour has an effect on others. The childminder has a warm, friendly, calm manner and takes time to explain to children to help them with their understanding and development. She values individual effort and gives children time to finish activities so they have a sense of achievement and that their picture or model is important which develops good confidence and self-esteem. Manners are highly promoted with occasional gentle reminders and children are continuously praised for their involvement and achievement which has a positive impact on their behaviour and willingness to participate.

Detailed systematic observations are completed on children and next steps identified. Assessment records show children making excellent progress. The curriculum is rich in all areas of learning; at Easter children made Happy Easter banners, went on an egg hunt, grew cress and made chicks out of craft materials. Children initiate making a seasonal window display which is an area for the children to make things of their choice to display according to the season. To extend this interest reference books and items researched on the computer develop the children's thinking and knowledge. Children have regular access to a range of equipment; a bouncy castle, bikes and balls are all available in the rear

garden. The garden is also used well as an extension to indoors; children are able to freely take resources they are playing with indoors, outdoors, if they so wish. Children are very happy and industrious at the setting. They enjoy their play immensely and the company of the childminder who provides a wonderful environment that promotes enjoying and achieving.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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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