

Inspection report for early years provision

Unique reference number	EY394317
Inspection date	26/10/2009
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 2009. She lives with her husband and her two children, one of whom is aged under eight years. They live in a house in a residential area of Portsmouth in Hampshire which is within walking distance to local pre-schools, schools, shops and parks. Children have access to all rooms on the ground floor and the bathroom on the first floor. The bedrooms are used for sleeping. There is a fully enclosed rear garden available for outside play. The family have a pet rabbit.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. This provision is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder 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 has good relationships with the parents which enables her to obtain a secure knowledge about the children's families, home lives and individual needs. This ensures a shared understanding of the children is obtained. The childminder provides an inclusive setting for all children where they have opportunities to learn about their local area and some aspects of the world around them. The childminder keeps assessment records on the children. However, records required to meet the welfare and learning requirements of the Early Years Foundation Stage (EYFS) are not all place. Through self evaluation the childminder has identified the need to develop her knowledge of the areas of learning within the EYFS, showing she has the capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure the knowledge gained from observing children is used effectively so that records of children's progress clearly show the actual stage of development they are at in relation to the stepping stones of the Early Learning Goals and what the intentions are for progressing them onto their next steps ensuring all children are supported to reach their full potential
- provide opportunities for children to gain an awareness of the cultures and lives of others through a range of activities
- ensure regular evacuation drills should be carried out and details recorded in a fire log book of any problems encountered and how they were resolved
- ensure information of children's achievements, is shared with parents and agree ways of working together to extend children's learning

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge of child protection procedures such as where to make referrals of concern. She has a good knowledge about the signs and symptoms of abuse and/or neglect which ensures the well-being of the children is safeguarded. The childminder keeps a written record of risk assessments for her home each day and assesses any identified risks when taking children on outings.

The childminder has a current first aid qualification and she has obtained written parental permissions to take children on outings or to travel by transport. Permission forms are in place to seek or obtain emergency medical advice or treatment for the children, which are signed by parents. This ensures children are treated without delay in an emergency.

The childminder arranges age and stage appropriate resources for the children within low level storage in a designated play room. This ensures children are able to independently access the resources. She has some resources which promote awareness about diversity such as books, puzzles, small world figures and dressing up clothes. The childminder seeks information about children's home backgrounds that helps her recognise and value their individuality. She provides activities such as outings into the community where they socialise with others. However, the childminder does not incorporate cultural activities into her planning. Consequently, children do not have a wider view of society and the world we live in.

The childminder develops good partnerships with parents. Parents receive information about the provision during introductory meetings, are given copies of written policies and procedures and complete documentation such as contracts and consent forms. The childminder and parents exchange information about children's care and activities they participate in through discussions at handover. The childminder tells parents about her planned activities such as carving pumpkins with the children for a Halloween party. She shares photographs of children during activities and children take completed activities home, such as art work. This helps to involve parents in their children's learning. However, the childminder does not provide parents with regular opportunities to review and contribute to their children's progress records to further develop their involvement. The childminder has formed relationships with other early years providers and talks to them about how the children have been, any activities they have been involved in and their general well-being. This ensures there is a two-way flow of information which is shared about the children's individual learning and development.

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

The childminder provides a wide range of activities indoors and outside. She sometimes introduces adult-led activities like counting, adding and subtracting objects using age appropriate work books. Children delight in working through and receiving gold stars for their work. Cake making provides further challenge and stimulation for the children, such as through weighing and counting or watching how materials change as they are heated. The childminder has implemented assessment systems to track the children's individual learning. She conducts frequent observations within the children's individual learning journeys and records children's achievements. However, the childminder is not fully utilising the information she obtains from the observations to identify areas of learning and fully identify children's next steps across the areas of learning.

The childminder manages her resources well. She teaches children to take care with toys, and they help tidy away when toys are finished with. Children select from a wide range of resources that prevent stereotyping and which provide suitable levels of challenge for their individual stages of development. Children show independence as they choose their own coloured plate and bowl for lunch time and help each other put chairs under the table ready to sit on. They enjoy sociable meal times when they sit together at the table, and know to wash their hands appropriately with occasional reminders from the childminder. This helps children develop habits that support good hygiene and self-care. Children bring food from home which the childminder refrigerates and, if necessary, reheats and allows to cool, in order to prevent its contamination. This supports children's good health.

Children start to learn about health and safety through some daily routines and planned activities. However, fire evacuation procedures are not practiced in the home, which comprises children's safety in the event of an emergency. Children learn about road safety when out, knowing that they stop when the light is red and go when it is green. The childminder helps children develop safe and appropriate behaviour. She is consistent and gives clear explanations, or uses a firm 'no', such as to prevent children pushing each other. She praises children, such as when they help tidy up. Children assess and manage appropriate risks through more challenging activities, such as on soft-play equipment or apparatus in the park.

The childminder recognises when younger children are tired and follows their own routines around sleeps, which ensures they have sufficient rest to enable them to cope well with their day. Children show they feel secure with the childminder and receive good emotional support as they give her a cuddle when they need one. Children enjoy daily opportunities for playing outside in the fresh air, either in the garden or local parks, and use public transport or walk when going out.

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

How effectively is the Early Years Foundation Stage led and managed?	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
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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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