

Childminder Report

Inspection date	30 July 2015
Previous inspection date	20 September 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- There is an effective key person system in place. Staff know the children well and work in close partnership with parents. This helps to provide consistency in children's care, which promotes their wellbeing.
- The qualified staff team demonstrate a commitment to ongoing training to develop their skills. They share good practice in team meetings and make effective use of individual supervision to develop the quality of teaching.
- Staff have high expectations of the progress children can make. Precise assessment and planning means that all children are well prepared for the next stage in their learning.
- Staff work in close partnership with external agencies to effectively support children's individual needs. This helps all children to make good progress.
- The management team set clear targets for improving the quality of the provision.
- Managers have attended relevant safeguarding training and staff have a secure knowledge of safeguarding procedures to ensure children's safety and well-being.

It is not yet outstanding because:

- The tracking system in place does not provide an overview of the progress of specific groups of children, for example boys and girls.
- The setting's evaluation of the provision is accurate, but it does not fully include the views of parents.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- track the progress of different groups of children, in order to identify and target any identified differences in the progress they make.
- improve how the feedback from parents is used in the setting's self-evaluation.

Inspection activities

- The inspector had a tour of the premises.
- The inspector spoke to members of staff, parents and children.
- The inspector observed the quality of teaching and the impact this had on children's learning.
- The inspector checked evidence of the suitability of staff, and a range of other documentation, including procedures to safeguard children's welfare.
- The inspector looked at a sample of children's assessment records and planning documentation.

Inspector

Elizabeth Mackey

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is consistently good. The knowledgeable staff have an accurate understanding of what children can do and how to plan for the next steps in their learning. This helps children to make good progress. Staff create ample opportunities for children to initiate their own ideas. As a result, children show high levels of interest in the activities and become engrossed in their play. For example, when a group of children are building a model with large bricks they imaginatively turn it into a swimming pool, by pouring water into it. Staff achieve a skilful balance in their interventions with children. They know when to step back and when to engage with the children, to enable them to extend their play. For example, staff ask children open questions, including 'what would happen if?' and 'why do you think the water is coming out?' This encourages the children to think about their design and solve problems. There are very good systems in place to support children's move to school and children are well prepared for this.

The contribution of the early years provision to the well-being of children is good

Children settle quickly as they arrive at the setting and demonstrate secure relationships with staff. They develop good physical skills, as they have frequent opportunities to be involved in outdoor play. The outdoor area is used daily and staff ensure that children have a wide variety of activities available to them, across all areas of learning. Staff promote children's understanding of their environment, exceptionally well. They take children on outings to the forest and the beach and children have made a sensory garden from a variety of plants. Staff adopt a consistent approach to behaviour management and consequently children behave very well. Children form good friendships and show care and concern for one another. Children's independence is encouraged and they are actively involved in routine tasks. Staff help children learn to effectively manage risk, for example by enabling them to help to cut up the fruit for snack.

The effectiveness of the leadership and management of the early years provision is good

Managers have taken positive steps to meet the requirements of the Early Years Foundation Stage, having previously breached a welfare requirement. They reflect on all aspects of their service and use this to improve the quality of the care and education they provide. Managers oversee the assessment systems to ensure children's individual progress is closely tracked. However, tracking systems are not fully in place to ensure that any differences in the progress of groups of children are identified and targeted. Parents are encouraged to give their views on the provision. However these are not fully reflected in the setting's self-evaluation. Staff successfully engage parents in their activities. For example all parents and children are involved in the preparations to represent the setting at a community festival. Parents spoken to at inspection speak highly of the staff and feel very involved in their children's learning. They welcome the opportunities they have to discuss their child's progress.

Setting details

Unique reference number	EY427018
Local authority	Isle of Wight
Inspection number	1018216
Type of provision	Full-time provision
Registration category	Childcare - Domestic
Age range of children	1 - 5
Total number of places	20
Number of children on roll	41
Name of provider	
Date of previous inspection	20 September 2011
Telephone number	

The Playroom registered in 2011. It is a privately owned setting and operates from the ground floor of domestic premises that are situated in a residential area of Ventnor on the Isle of Wight. The ground floor is used solely for children during opening hours as is the fully enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. Registration allows care to be provided for a maximum of 20 children under eight years at any one time; all of these may be in the early years age range. Currently there are 41 early years age group children on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four.

The Playroom operates Monday to Friday 7.30am to 6pm. They are open all year round closing only on Bank Holidays. Children's attendance may be flexible within these times.

The Playroom also provides care for children between the ages of 4 and 12 who are home schooled. This provision is available on Tuesday, Wednesday and Thursday during school term time. Care is available for up to 10 children in this age range at any one time.

The owner holds an early years qualification at Level 3 and works in the setting as the manager alongside the seven staff she employs. All staff hold a relevant early years qualification, including two staff who hold degrees in early years. Staff are attending ongoing training to enhance their existing qualifications.

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