

Inspection report for early years provision

Unique reference number	EY312220
Inspection date	08/07/2009
Inspector	Alison Large
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2005. She lives with her partner and four older children in the Sholing area of Southampton. All areas of the property are used for childminding and there is a fully enclosed garden available for outside play. The ground floor is easily accessible to adults and children. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder is registered to care for a maximum of six children at any one time. She is currently minding three children in the early years age group all day and three older children before and after school. The childminder is able to walk to the local schools to take and collect children. The family have a pet cat. The childminder attends various groups on a regular basis and is a member of the Southampton Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are welcomed into a warm family environment where they are equally valued and included. Children thrive in the care of the childminder, she works effectively with parents to meet each child's individual need and as a result, children are happy, settled and safe during their time at the childminder's. The childminder has a professional approach to childcare and is committed to continual improvement through ongoing training. Self-assessment has not yet been started to ensure the childminder is clear about her strengths and areas to develop. The childminder is developing her knowledge and understanding of the Early Years Foundation Stage (EYFS), to ensure the children are making progress in their learning and development.

What steps need to be taken to improve provision further?

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

- continue to develop the planning of activities to fully support children's learning and development
- update policies and procedures in line with EYFS

The leadership and management of the early years provision

The childminder is well organised and children's health and welfare are effectively underpinned because the required policies, procedures and consents are in place. However, some documentation is in need of updating in line with the EYFS. The childminder is keen to keep her skills updated, which benefits the children she cares for. Children are safeguarded, as the childminder is fully aware of her duty to protect the children in her care, and has a child protection policy which is shared with parents. The childminder has not yet started any formal self-evaluation, which

would ensure she identifies any areas for improvement. She knows each child very well which means that she is fully aware of their individual stages of development.

The childminder has excellent relationships with the parents and they are kept informed about their children's progress through informal discussions and through the sharing of the 'Learning Story'. Daily routines ensure the children have many opportunities to play and learn both indoors and outdoors and on a variety of outings.

The quality and standards of the early years provision

Children are settled and happy with the childminder. She has a caring approach to the children and offers them a safe and well equipped environment. All children are included and valued and have developed sound relationships with the childminder and her family. Children are well behaved and happy to share with others. They enjoy the many activities provided and talk excitedly to the childminder, for example, when playing in the water, the children wait with eager anticipation as the childminder fills the water tray and then chat excitedly as they begin their play. The childminder helps the young children develop their language through speaking clearly and listening to what the children say to her. This gives the children confidence to develop a wider vocabulary whilst they play.

The childminder effectively supports children's learning; she enables them to progress according to their own stages of development. This means that all children succeed at their own level and develop high levels of self-esteem. The childminder observes and assesses children's development and keeps records of children's achievements, however, the planning does not yet show how it covers the children's next steps in learning or provide challenge. The childminder makes observations and assessments of children's progress so that these can be used to plan for their future learning needs. She knows each child very well and competently recognises their current stages of development; as a result they make good progress towards the Early Learning Goals.

The childminder strikes an effective balance between adult-led and child-initiated activities. She knows children's individual interests and provides activities such as role play with dolls, cars and construction, then adds further resources to extend children's learning. This means that children are fully engaged in activities because they are interested. Children develop a healthy lifestyle through daily physical exercise. They make use of the garden and are taken out for walks regularly to local parks and play areas. She helps the children to stay healthy by encouraging them to follow good hygiene routines and to eat healthily. Children are safeguarded within the home. They play safely indoors because the childminder undertakes daily safety checks and reminds the children about safety issues such as not running indoors and picking up toys so they don't fall over them. The childminder safeguards children by ensuring they are supervised in their play at all times.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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