

Inspection report for early years provision

Unique reference number	EY333587
Inspection date	25/06/2009
Inspector	Coral Hales
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 2006. She lives with her husband and one child aged six years, in Hedge End, Southampton. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is registered to care for five children at any one time in the early years age range and is currently minding six children in the early years group. The childminder is a member of the NCMA (National Childminding Association). The childminder takes children to the local library and attends local parent and toddler groups.

Overall effectiveness of the early years provision

Overall the provision is good. Children are well cared for by the childminder who demonstrates through her gentle and calm approach, that she can effectively meet children's welfare needs. She relates positively to them and supports them successfully in their play; however, she does not yet have a full understanding of how to observe and assess children to fully prioritise their learning needs. The childminder works well in partnership with parents and others to effectively meet every child's needs. She has a clear understanding of the value of evaluating her practice. This ensures that priorities for future development have been identified and new systems allow her to record information gathered.

What steps need to be taken to improve provision further?

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

- continue to develop observation and assessment systems in order to identify learning priorities for each child to enable their next steps of appropriate play experiences to be planned
- conduct regular evacuation drills recording any problems encountered to ensure children know what to do in an emergency

The leadership and management of the early years provision

Children play in a clean and well-maintained home and their care requirements are met well. Effective registration and induction procedures help to ensure children and families settle well. This helps to establish and maintain good links between home and the setting. The childminder has established effective working relationships with the parents and they receive detailed information about the service she provides and are given written policies and procedures. Daily discussions and diaries are used to keep them well informed about their child's progress. The childminder has developed good links with the local schools that

children attend and relevant information is shared to ensure continuity in their care and learning. All children are valued as individuals and are fully included and the childminder has a good knowledge of their individual interests and abilities and adapts the experiences she provides.

Self-evaluation is part of her childminding practice and new systems are in place to help her to focus on areas for development. She develops her knowledge of current practice issues by reading guidance documents and through the National Childminding magazine.

Children's safety is ensured because the childminder has a good understanding of the potential dangers and hazards within her home; she removes these enabling children to move freely and safely around the environment. The childminder has a written risk assessment in place and this includes outings and helps to ensure that the premises are safe and that children's safety is maintained. For example, stair gates are used to prevent children from accessing areas unsupervised and dangerous substances are stored in locked cupboards.

Children are protected and safeguarded from harm because the childminder has a good understanding of her role with regards to child protection issues. Relevant guidance is in place and this is shared with parents.

The quality and standards of the early years provision

Children are well supported and very much enjoy their time with the childminder and become increasingly self-assured. The childminder is enthusiastic and enjoys her job and close and caring interactions are evident. She praises the children for all their efforts and this effectively boosts their self-esteem and confidence in their own abilities.

Children stay healthy because the childminder implements effective health and hygiene policies and procedures, which promote good hygiene and prevent the spread of infection. For example, she wears disposable gloves when changing children's nappies. Children are comfortable in a home where the childminder organises her time to take account of younger children's sleep and meal routines. Children enjoy fresh fruits at snack time and develop physical skills as they play in the garden and walk to local parks. Physical play is well planned for babies and younger children; for example, they learn to crawl, walk around the furniture and eventually balance and use smaller climbing apparatus unaided.

The childminder is still developing her knowledge of the Early Years Foundation Stage, she attended training earlier in the year and is still implementing different aspects and her confidence is growing. The childminder completes observations and has recently started using Learning Journey records, but the observations do not clearly link to the expectations of the learning goals. She is confident to discuss progress with parents but still lacks a secure understanding of how to plan for children's next steps. Photos of children enjoying activities are shared with parents to give them an overview of what the children do with her during the day.

Children benefit from the use of a designated playroom and have easy access to a good range of resources and are encouraged to make choices about what they do. Their language and listening skills are encouraged and effectively promoted by the childminder and young children babble in their own way. For example, they play with the phone set, happily chatting away, moving their hands and copying actions they have seen others do. They respond positively to the childminder who joins in with their play and laugh and chuckle and enjoy themselves. Children benefit from regular opportunities to mix with their peers; they attend weekly toddler groups, where they meet up with other childminders and their minded children, in a safe and stimulating environment. The older children love to play in the garden, visit the park or just sit and relax when they come home from school. A favourite activity at the moment is creating models with bricks. The childminder is a good role model to children which in turn has a positive effect on their behaviour. They are learning to say please and thank you and listen to the childminder when she gives them guidance and they learn to share and take turns.

Children begin to understand about how to keep themselves safe, for example, by being encouraged to tidy away toys when finished with. The childminder has considered fire evacuations procedures and these have been discussed but not practised with the children. The childminder is teaching them basic road safety when they are out in the community.

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?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
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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