

Inspection report for early years provision

Unique reference number	EY345764
Inspection date	26/05/2010
Inspector	Alison Large
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 was registered in 2006. She lives with her two children aged six and eight years in the Woolston area of Southampton. All areas of the ground floor are used for childminding and there is a fully enclosed garden available for outside play. The ground floor has level access for 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 five children under eight at any one time. She is currently minding three children in the early years age group all day. The childminder is able to walk to the local schools to take and collect children. The family have two cats and some fish. The childminder attends various groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a warm, friendly home where they are valued and included to ensure none are disadvantaged. As a result children enjoy a worthwhile experience of the Early Years Foundation Stage. Children are able to access a broad range of resources and interesting activities linked to all areas of learning. Although a reflective practitioner, the childminder has not yet started any structured system of self-evaluation of her childminding to ensure ongoing improvement. She has a very good relationship with parents, and as a result, children are happy and settled during their time at the setting.

What steps need to be taken to improve provision further?

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

- develop the system of self evaluation to help improve outcomes for children
- update policies and procedures in line with current guidance.

The effectiveness of leadership and management of the early years provision

The childminder is organised and children's health and welfare are effectively promoted because she has a good understanding and a range of policies and procedures that ensures every child's needs are met. However, policies concerning safeguarding and medication require more detail, in line with current guidance, to more fully support practice. All children are suitably safeguarded because the childminder ensures that the children are always well supervised and is confident in carrying out safeguarding procedures. She has a clear understanding of child protection issues and the procedures to follow in the event of having concerns about a child. She carries out regular risk assessments on the premises, toys and

equipment and has assessed the risks children may come across when on outings. Children are becoming confident about what to do if there was a fire in the home, as they practise the emergency evacuation procedure with the childminder. The childminder is developing a good understanding of the Early Years Foundation Stage. Although, she has not yet started any formal system of self-evaluation to identify her strengths and areas to develop, she is effectively improving her practice through ongoing reflection. For example, she has addressed all recommendations from her previous inspection and has undertaken training in the Early Years Foundation Stage. She is also, through evaluation, developing her methods of record keeping and assessment.

The childminder provides a wide range of resources and activities both inside and outside, to help children become motivated to learn and make choices. Children develop independence as they select activities from a wide range of accessible resources, which are provided for children of all ages. Daily routines ensure that children have good opportunities to play and learn indoors, outdoors and on a variety of outings. The childminder is also aware that the younger children need time to rest and sleep and she is able to accommodate their individual routines. The childminder works well with parents; she keeps them informed about their children's daily routines. Agreements are drawn up between the childminder and all parents and these include clear procedures for the collection of children and a good range of agreements and permissions. Parents are asked to share information about their children's interests and capabilities when the child first starts at the setting. The childminder understands she will need to form good links with other professionals involved in the care and education of the children to ensure that their learning and development needs are met. The childminder demonstrates a good understanding of inclusive practice and encourages children to be fully involved in all aspects of their play and learning.

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

Children are happy and settled with the childminder and make good progress in their learning. Young children are able to make choices and develop a good sense of belonging as they move around freely and with increasing confidence. They enjoy the daily routine, which includes indoor activities such as playing with the cars and garage or construction, and outdoor activities where their physical development is well promoted as they enjoy playing in the garden or walk to the park or school. All children are included and valued and have developed sound relationships with the childminder and her family. The childminder strikes an effective balance between adult-led and child-initiated activities. As a result, children are interested in what they are doing and have a positive attitude to learning. Children are provided with a wide range of resources which are displayed on shelves or in boxes and which are easy to access. These include books, games and puzzles, role play equipment and small world toys. The childminder is making observations and assessments of the children's achievements, which can be used to plan for their future learning needs and ensure that they make the best possible progress. She ensures she is covering the six areas of learning. She is building up her knowledge and understanding of the children, and supporting them well as

they settle into the daily routines.

Children are well behaved and learning to share with others. Children respond excitedly when the childminder praises their achievements and they develop warm and secure relationships with her. Children play and learn in an organised, safe and secure environment, where the use of regular risk assessments and effective record keeping, ensures their safety. Young children are provided with the necessary equipment to keep them safe, such as high chairs and safety gates. Children learn to stay with the childminder when they are out and talk about crossing the road safely. Healthy meals and snacks are provided according to parents' wishes and the childminder encourages healthy eating. Children are learning about keeping healthy and are protected as the childminder ensures their hands are washed before they eat and after using the toilet. All children are welcomed into the setting and provided with resources, such as books, to help them talk about differences and valuing each other. Children's progress records also include photographs of the children engaged in activities and some examples of the children's art work. This provides an excellent record for parents. Parents are kept well informed about their child's day and are consulted about their children's needs and interests.

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	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

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	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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