

Inspection report for early years provision

Unique reference number	EY433683
Inspection date	24/02/2012
Inspector	Judith Reed
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2011. She lives with her partner and child, aged seven years, in the Shirley area of Southampton. She lives close to shops, parks, schools and transport links. All of the childminder's home is registered for childminding, although this mainly takes place on the ground floor. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder may care for no more than five children under eight years; of these, not more than three may be in the early years age group. She currently offers care to two children in this age group. She also offers care to children aged over five years to 11 years. She currently supports a number of children learning English as an additional language. The childminder walks to and from local schools and visits the library, as well as various groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled as they are welcomed into the childminder's home. The childminder finds out about children's individual needs and mainly ensures she meets these effectively. Overall, children make good progress in all areas of their development. The childminder maintains most records though does not obtain parents' signatures on administration of medication documentation and this is a breach of requirements. She carries out detailed self-evaluation of her practice and makes every effort to develop her knowledge and understanding of childcare, therefore ensuring good continuous development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents before any medication is given. (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)
- 12/03/2012

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

- extend support for young children to transform things using media and materials, such as paints and glue.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of procedures to safeguard children and to follow if she had any concerns. A written policy is in place and all policies and procedures are shared with parents. The childminder completes detailed and careful risk assessments around her home and for all outings. She is effectively aware of safety issues and has currently decided that her rear garden is not suitable for children. Most required documentation is in place; however, records do not show that parents give the required written permission to administer prescribed medication. This is a breach of a specific legal requirement. The childminder keeps clear records of attendance and ensures parents provide up-to-date information to help keep children safe. Parents are invited to provide feedback regarding the childminding provision. They report very positively and say that the childminder provides a home away from home, which is a caring and supportive environment. They feel the childminder encourages development across all areas but particularly in personal, social and emotional development. She talks to parents daily and gives verbal feedback, as well as written diaries. When children first start, the childminder gathers information from parents regarding their starting points. This is done through an innovative 'A day in the life' record. The childminder also visits children's home and offers several short, introductory visits to help children settle.

The childminder builds positive partnerships with other early years providers. For example, she liaises with a pre-school and works closely with the appropriate key worker. They share resources which link to particular areas of children's interest to enable and support ongoing development. This effective partnership ensures continuity of care for children. The childminder is also prepared to work with other agencies to support children with special educational needs and/or disabilities. She confidently supports children who speak English as an additional language and makes an effort to include words from their home language. The childminder provides a range of toys and resources which reflect diversity, including small world dolls with disabilities and dolls from other cultures. She also has several books which include other languages and cultures. The resources are available to all children and they help themselves to toys and books from storage.

The childminder is very aware of the importance of self-evaluation as a process of development. She carries out an evaluation of her childminding setting and plans effective continuous development through accessing further training. The childminder strives to be the best that she can be. Parents are involved in the evaluation process and this provides useful information to target areas for development for individual children. This helps to ensure their ongoing learning and development.

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

Children's learning and development is well supported, as the childminder knows their individual needs and preferences. She encourages children to explore the learning environment and make choices about their own activities. The childminder is well aware of each child's stage of development and makes frequent observations in their individual records. Parents view these records regularly and enjoy sharing photographs of their children's activities. They comment positively about their children's development and are aware of planned next steps for learning. The childminder encourages children to make decisions about their activities and plans new ideas with them. She plans activities according to children's ages and stages of development. For example, some children count, write letters and begin early reading activities, while younger children set up blocks to count and identify objects or animals. Children enjoy their learning and the childminder makes different activities exciting. For example, she introduces play dough and children tentatively touch and hold it. The childminder squeezes the dough through a syringe and children hold the long pieces. She continues this activity as children grow in confidence and counts pieces that children break off. The children clap their hands, demonstrating their happiness. This activity helps to develop several areas of learning, including problem, solving reasoning and numeracy, knowledge and understanding of the world and communication, language and literacy. This is because the childminder talks to children and encourages them. Personal, social and emotional development is supported as children enjoy trying new activities and grow in confidence. Children's creative development is not fully enhanced by offering young children frequent opportunities to join in activities, such as gluing and painting. Children develop valuable skills for their future lives when they experience push button toys and pretend to use toy telephones. They begin to learn how books work and communicate effectively with the childminder.

Children are healthy as they follow good hygiene procedures and clean their hands before eating or after using the toilet. The childminder encourages children to be healthy and talks about the importance of physical exercise. Children walk to local schools daily and visit parks and soft play areas regularly. The childminder promotes healthy eating and discusses food groups and moderation in a balanced diet. Parents provide main meals; healthy snacks, such as breadsticks, fruit, vegetable and water or milk, are also available. The childminder is well aware that keeping children healthy also involves them getting enough sleep and feeling well. She talks to children about how they feel. Children feel safe as the childminder ensures they are safe and secure in her home. She helps children learn how to keep themselves safe though taking part in evacuation drills. She builds an atmosphere of sharing and caring and feels it is important to teach children to have regard for and to respect each other. Children learn to play safely with age-appropriate toys and keep small items away from younger children. They learn about road safety and stranger danger. Children behave well. The childminder has a behaviour management policy and discusses any issues with parents. Children want to join in and have a positive attitude regarding learning. They share toys and understand that they need to keep the environment tidy. Children begin to

understand their own needs and those of others. They learn to share and cooperate by taking turns when playing games together. The childminder uses books to effectively help children understand differences and to respect one another.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Records to be kept) 12/03/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Records to be kept) 12/03/2012