

Inspection report for early years provision

Unique reference number	131307
Inspection date	08/01/2009
Inspector	Helen Mary Ball
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 has been registered to care for children since 1990. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder lives with her husband and adult son in the Lordshill area of Southampton which is close to local schools and shops. All areas of the property are used for childminding and access to the premises is good, with toilet facilities on the ground floor. There is a fully enclosed garden for outdoor play. The childminder has one dog.

The childminder is registered to provide care for six children under eight years of age. There are currently six children on roll who attend for a variety of sessions. Five of these children are in the early years age range. The childminder's husband works as an assistant on occasions, and when he is working the childminder can care for seven children, of whom four may be in the early years age range.

The childminder holds a relevant childcare qualification and is a member of the Southampton Childminding Association.

Overall effectiveness of the early years provision

Children thrive in the care of this childminder who is calm and caring. She has an inclusive approach and this means that children of all abilities take part in well-resourced activities which she adapts to meet their individual stages of development. The childminder works hard to foster good relationships with parents/carers and as a result, children are happy, settled, safe and secure during their time at the setting. The childminder has a professional approach to childcare and is committed to developing her own knowledge through ongoing training; she evaluates the provision and successfully identifies areas for improvement.

What steps need to be taken to improve provision further?

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

- continue to develop systems to analyse and review what you know about each child's development and learning so that informed decisions about the child's progress can be made, and plan next steps to meet their development and learning needs
- continue to develop partnerships with other professionals to identify children's needs so that children receive the best learning opportunities

The leadership and management of the early years provision

The childminder is well organised and children's health and welfare are effectively underpinned because all required policies, procedures and consents are in place. She conducts risk assessments to further ensure children's safety. The childminder has a clear understanding of the signs and symptoms of child abuse as well as the procedures to follow in the event of concerns about a child.

Children develop independence as they select their activities from a wide range of resources. Daily routines ensure that children have good opportunities to play and learn indoors, outdoors and on a variety of outings. The childminder observes children's development and builds on their skills by planning activities and resources to suit their individual levels of development. Parents and carers are kept informed about children's progress through informal discussions and through the sharing of daily diaries. The childminder has started to develop systems to liaise with other settings that children attend so that children receive continuity of care and learning.

The childminder continually evaluates her provision and effectively identifies areas she wishes to improve. For example, she has identified that she would like to further develop her systems to observe and assess children, so that her planning can accurately reflect children's next steps in learning. The childminder has a proactive approach to improving her practice.

The quality and standards of the early years provision

Children are incredibly settled and happy in this home. The childminder puts children at the heart of all that happens and they delight in the individual time and attention they receive from the childminder who knows each child very well. This particularly benefits children who speak English as an additional language because they receive one-to-one attention which means they develop a good grasp of English in a very short time. All children are included and valued and have developed sound relationships with the childminder and their peers. The childminder effectively supports children's learning; she provides sensitive support to children and differentiates activities and questioning to enable all to progress according to their own interests. The childminder shows a good understanding of children's development and ensures that she consolidates children's learning. For example, after introducing the names of colours to children, she provides colouring activities so that they can discuss colours, and then plays simple games with children which encourages them to match colours. The childminder has developed simple systems for observations and assessment; she has identified that this is an area for further improvement.

The childminder strikes an effective balance between adult-led and child-initiated activities. As a result, children are confident in asking for resources and have a positive attitude to learning. The childminder has a basic understanding of the Early Years Foundation Stage and has taken steps to further develop her knowledge. Children's creative development is encouraged and children delight in

displaying their art work in the childminder's home. They proudly show their paintings, and this increases children's self-esteem and sense of belonging. Children develop a healthy lifestyle through daily physical exercise. They relish playing in the garden, climbing at local parks and visiting indoor soft-play centres.

Children are safeguarded within the home. They play safely indoors because the childminder undertakes daily safety checks and reminds the children about safety issues. For example, asking children to sit down on the chairs and not to run in the house. The childminder safeguards children by ensuring they are supervised in their play at all times. She helps the children to learn about keeping themselves safe through activities based around road safety, and to stay healthy by following careful hygiene routines.

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met

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

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.