

Inspection report for early years provision

Unique reference number	112392
Inspection date	16/03/2009
Inspector	Loraine Wardlaw
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 since 1988. She lives with her husband and their adult daughter. They live in a house within walking distance of the village centre of Fair Oak, Eastleigh. The whole of the ground floor is used for childminding with sleeping facilities on the first floor level. There is a fully enclosed rear garden for outside play.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children at any one time and currently cares for six children, part-time, five of whom are in the early years age range. The family have a pet rabbit. The childminder is a member of the Southampton Childminding Association.

Overall effectiveness of the early years provision

The quality of the provision is good. Children are looked after by a naturally warm and caring childminder, who is successful in meeting both their learning and welfare needs. She provides a calm, relaxing, home from home atmosphere in which children thrive. The childminder tunes in to the uniqueness of every child and is very careful to ensure that all children are included and receive equal attention from her. The childminder makes good improvements to the service she offers, which means that her good quality practice is continually evolving and moving forward.

What steps need to be taken to improve provision further?

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

- continue to use the Early Years Foundation Stage guidance, to become more confident in observing young children's problem solving, reasoning and numeracy development, implementing their next steps in occasional adult-led play and care routines

The leadership and management of the early years provision

The childminder organises her provision very well to ensure that children receive good care and are stimulated throughout the day. She plans her time and the day effectively, which means that good sleep, care and learning routines are quickly established. Children receive a lot of the childminder's attention and quality interactions take place during free play because she has a good understanding of how children learn and develop. There is good emphasis on indoor and outdoor play, with the childminder making good use of her garden during fine weather. Her home is welcoming and child-friendly with toys set out for children to easily access; posters and pictures are displayed making it visually stimulating to them. The experienced and well qualified childminder keeps her knowledge up-to-date by attending courses such as 'Birth-to-three matters' and child protection courses,

which have a positive impact on the outcomes for children. The childminder is very self aware; she has completed an Ofsted self-evaluation form, consults with parents on the care and education she offers and has identified areas for improvement. She liaises effectively with parents using a daily diary sheet to record children's care, sleep routines and play, focusing on their interests and achievements. Parents write very positively about the childcare and education offered by the childminder, who find her a very approachable and accommodating childminder. They view their child's learning and development folder which includes an accurate assessment of their child's capabilities in most areas of learning and next learning steps. Children are safeguarded from possible abuse because the childminder is confident about how to carry out the child protection procedure. The childminder has conducted a risk assessment of her home to ensure it is free from hazards, keeping children safe and happy.

The quality and standards of the early years provision

Children are very happy and content in the care of the childminder who is a competent practitioner; she skilfully weaves children's learning into their care and daily routines in a relaxed and calm way. For example, a two-year-old who is being potty trained excitedly says they need a wee; they are very proud when they are successful on the potty and smile with delight when they are given a star to put on their chart, developing their self-esteem. The childminder draws a smiley face beside the star and talks through what day of the week it is, writing it on the chart and the date; the child is developing a sense of time and recognises some numerals. They later excitedly count the two stars that they have gained during the morning. The childminder is very in tune with children's development and is good at consolidating and extending an able child's learning in a specific area. For example, a two-year-old who shows a keen interest in road signs when out and about looks at the highway code and expertly picks out signs saying what they are, such as hump or roundabout. Children are learning good personal routines; they understand the importance of hand washing before eating and enthusiastically stand on steps at the sink to wash thoroughly with soap and water. They then recognise their own hand towel and those of their friends by the colour and name. The childminder is careful to ensure that all children feel included and receive equal amounts of her attention; both children have a small dustpan and brush to help sweep up the small pieces of play dough on the carpet, role modelling the childminder. When the older toddler chooses a book, she encourages the younger toddler to choose a book too, so they can all snuggle up together, comfortably and listen to the stories with interest. They form a strong bond with the childminder whom they go to for re-assurance, guidance and support. Children's nutritional needs are met well; they drink water regularly from their own named, coloured cup and eat healthy snacks. Packed lunches are provided by parents and given to children according to their individual needs. Children are gently reminded by the childminder to be careful and to keep safe during play and routines; on the school walk children are able to take risks by walking slightly ahead when close to the childminder's home and access the front steps independently; the childminder stays vigilant and knows each child's limitations. The childminder has a good grasp on how to observe, assess and plan children's next steps; however she is not as confident in assessing under two's problem solving, reasoning and numeracy skills

and implementing their next steps through adult led activities. The emphasis is very much on children's choice and following the children's interests which although very good practice, the occasional adult directed activity with learning intentions linked to children's next steps will further promote children's progress.

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

There have been no complaints made to Ofsted since the last inspection.

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.