

Inspection report for early years provision

Unique reference number	112875
Inspection date	17/03/2009
Inspector	Clare Moore
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 was registered in 1999. She lives with her husband and two children who are aged over 12 years in a house in Hedge End close to shops, parks, schools and public transport links. The whole of the property is available for childminding.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder supports a small number of children with learning difficulties and/or disabilities.

The childminder collects children from the local school and attends toddler groups on a regular basis. The childminder is a member of the Southampton Childminding Association and holds the level 3 Diploma in Home-based Childcare.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder makes it a high priority to find out about the needs of the children and tailor her care to the individual. She adapts activities to ensure all the children are involved at their level. She has made many improvements to her service including attending training courses to develop her knowledge and skills. She establishes exemplary partnerships with parents and children are happy, settled and enjoy attending.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to use self assessment as a means of evaluating provision and identifying areas for improvement.

The leadership and management of the early years provision

The childminder carefully evaluates her practice and has taken much time to document this which illustrates her enthusiasm and commitment. The document features some examples of activities and lends itself to promoting continuous professional development which leads to better outcomes for children. Parents' views are actively sought and they are very well informed about the provision through information in the reception area, newsletters, policies and procedures that are individual to the setting. This helps to raise awareness about important issues such as safeguarding children. The childminder makes sure her home is

secure, carries out risk assessments and regular evacuation practise drills. All emergency procedures are in place. She keeps reference materials to hand and is knowledgeable regarding child protection.

The childminder and the service she provides are highly valued by parents who readily provide references and she also works closely with professionals who are involved with the children. She liaises with teaching staff regarding progress in the Early Years Foundation Stage. This team work with all concerned ensures continuity and promotes the welfare of children.

The quality and standards of the early years provision

Children are safe and healthy as their welfare is promoted extremely well. They settle in securely as the childminder and parents work closely together to accommodate established routines. Appetites are stimulated through a carefully thought out approach at meal times and food is nutritious offering a good selection of fresh produce with readily accessible water for drinking. They enjoy frequent opportunities to play outside in the fresh air. For example they develop physical skills and fitness as they play energetically in the garden and park using a wide variety of equipment to climb and balance. They also play games such as basketball, tennis and football. They develop their knowledge and understanding of the world as they explore rock pools on the beach and find out about cuttlefish as they observe bones washed up on the shore. Children find out about keeping themselves safe as the childminder is very pro-active in raising awareness. They learn about water safety on visits to the beach, they know the reasons to be careful as they alight from the car and they handle tools such as scissors with care. They very much enjoy taking part in evacuation practise.

Children make excellent progress in their learning and development as the childminder is skilled and knowledgeable at using the Early Years Foundation Stage Framework and Guidance. She documents the steps of learning for each child in their learning journey files and illustrates this with frequent observations, photographs and samples of work. This information is then used to plan the next steps of learning. She considers each child's interests and adapts activities so that everyone can join in, for example a short snooker cue to enable younger or less able children to play a game, or floor activities for when some children find sitting at the table more uncomfortable. Younger children develop language skills as the childminder constantly talks and listens to them, often using elements of sign language to enhance communication. They develop a passion for books as the childminder provides a good selection and shares books with children making the stories fun and involving them in making animal noises. Children are immersed in their activities and captivated as they wind up the battery operated music box with help from the childminder. They erupt into laughter as they sing the nursery rhyme in accompaniment and the toy pops out of the box. Children develop numeric and problem solving skills as they cook weighing out ingredients, count the number of raisins at snack time and play a variety of games. They develop a positive attitude to difference as they experience diversity and support each other. They explore electronic devices such as a remote controlled helicopter and make a wide variety of characters choosing features by using a computerised game. This helps to develop skills that will contribute to future economic well-being.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.