

## Inspection report for early years provision

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<b>Unique reference number</b>	131512
<b>Inspection date</b>	18/03/2009
<b>Inspector</b>	Heidi Abernethy
<b>Type of setting</b>	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, mother and two children aged 10 and six years. They live in a house close to the Shirley area of Southampton. The whole of the property is available for childminding although minding mostly takes place downstairs. Toileting facilities are downstairs. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five 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 five children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. The childminder is a member of the Southampton Childminding Association. The family have no pets.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. The childminder has created good bonds with the children and parents/carers enabling her to know the children's individual interests and routines well. This ensures their individual needs are well met. Good self evaluation by the childminder ensures strengths and priorities for future development are addressed. The childminder provides children with appropriate age and stage resources and is knowledgeable about adapting activities to ensure all children are fully involved.

## **What steps need to be taken to improve provision further?**

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

- continue to develop assessment systems ensuring information obtained from observations is fully utilised in planning next steps for children's individual learning across all areas of learning
- enable parents to incorporate their comments into children's individual records to ensure they are able to contribute to and are fully involved with their child's learning on a regular basis.

## **The leadership and management of the early years provision**

Children are safe and secure because the childminder reviews and assesses her home to ensure hazards are identified and minimised. The childminder has a secure knowledge of child protection procedures which ensures children's welfare is safeguarded.

The environment is organised effectively to enable children to independently access toys and resources from low level storage. Children foster an awareness of themselves and others through the resources and environment such as books, posters, small world play and dressing up clothes. They look at books showing people who are short, tall, have freckles and wear glasses. This fosters an awareness and acceptance of other peoples differences.

The childminder has identified strengths of her provision and acknowledges what she has put in place to bring improvements for the children. For example, the childminder has purchased further diversity resources and attends local toddler groups more regularly to enable children further opportunities to socialise with their peers. She wishes to attend further training such as creative play to enable her to provide children with a wider variety of creative resources and activities to participate with.

The childminder has good partnerships with parents. She communicates with them verbally each day and completes written information about the children's basic care routines in daily notebooks. Parents complete information about their child's routine and starting points within their individual learning journals. However, parents do not currently have opportunities to contribute to and be fully involved with their child's learning journal on a regular basis.

## **The quality and standards of the early years provision**

Children arrive happily to the childminder's and separate from their main carer well. The childminder continually interacts at the children's level, listening to and responding to what they say and do. This ensures children feel valued. Children giggle and laugh as the childminder plays games with them with the puppet shark. They have the space and freedom to move around the environment and become equipped with the tools to manage their own safety. For example, the childminder encourages and talks to the children about how to safely get down the couple of steps from her lounge into her kitchen.

The childminder has good systems of observation and assessment. She observes the children and records this information into the children's learning journals, successfully linking the observations to the early learning goals. However, she is not utilising this information to fully identify children's next steps across all areas of learning. Children of different ages are able to play alongside each other such as toddlers play with large Duplo blocks and older children play with small Lego blocks.

Children develop problem solving and numeracy skills as they play with a set of cups and a teapot. The childminder counts the cups alongside the toddler and talks to them about 'big' and 'small'. Children develop a basic understanding of prepositions because the childminder talks to them about being 'under', 'in' and 'out' of the toy garage as they play with the toy cars.

Children have opportunities to explore their outside world and the local community. They travel to places on different modes of transport and go to the

local shops and library. Toddlers have a lovely time as they independently water the plants in the childminder's garden and learn about the basic requirements plants need to survive. Children are treated as individuals by the childminder and shown equal respect. She ensures all children feel included and obtain a strong sense of belonging. For example, two toddlers both want cuddles at the same time and the childminder makes herself accessible to them both to ensure they receive equal attention.

Children giggle as they press buttons to make toys play music and excitedly bend their knees and clap their hands. Toddlers develop a basic awareness of the effects physical exercise has on their bodies. For example, the childminder talks to them about taking their jumpers off when they become warm after interacting to music and exercising their bodies. Young toddlers learning to walk are supported with low level furniture. This enables them to independently pull themselves up and provides them with the confidence to develop their walking skills.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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.