

Inspection report for early years provision

Unique reference number	148842
Inspection date	11/05/2009
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 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 2001. She lives with her partner and two children, one of whom is of school age and the other under five, in the Thornhill area of Southampton. All areas of the property are used for childminding except the master bedroom and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children under eight at any one time. She is currently minding two children in the early years age range all day, and one child over five before and after school. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder walks or drives to local schools and the pre-school to take and collect children. She regularly attends children's groups. The family has a dog and a small number of other pets.

The childminder is a member of the Southampton Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are settled and happy and look forward to attending. All children are involved in the activities as the childminder takes time through discussion with parents to find out about the individual needs of the children in her care. Children enjoy attending groups where they meet other children and take part in a range of activities.

What steps need to be taken to improve provision further?

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

- continue to develop the systems of observation, assessment and planning to fully support all areas of the learning and development requirements and use this to help make the most of all learning opportunities through play
- further develop the self-assessment to evaluate the strengths and weaknesses of the provision and work towards continuous improvement
- obtain prior written permission for each and every medicine from parents before any medication is given and have regard to current guidance regarding medication.
- liaise with other settings children attend to promote a shared understanding of children's individual needs and support their learning and development.

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

- keep children safe when using the trampoline by developing a procedure, risk assessments and obtaining signed permissions from parents.
(Safeguarding and promoting children's welfare)

31/05/2009

The leadership and management of the early years provision

The childminder is in the early stages of the process of evaluating her practice and is developing her skills and confidence. She is working with the Early Years Foundation Stage guidance to promote the early learning goals. Since the last inspection she has also made improvements to her record keeping and attended training and undergone assessments which help to lead towards continuous improvement. She has a warm and trusting relationship with parents and uses their knowledge of the children to gather information which helps to settle children in smoothly when they start. She keeps them informed through discussion and sharing her information folder and children's records, as well as providing them with their own copy of the policies and procedures. She is working towards liaising with other settings children attend to share knowledge and support children. Risk assessments are carried out with daily safety checks and measures are in place to keep children safe, such as using stair gates, practising evacuation and fitting reins to ensure children are safe where there is traffic. However, there is no procedure in place for the use of the trampoline, parent permissions to cover this have not yet been obtained and administration of medication is not yet fully in line with current legal requirements.

The quality and standards of the early years provision

Children enjoy the time they spend with each other and the childminder. They find out about aspects of keeping safe as the childminder reminds them about how to use knives carefully when cutting up a banana for their snack and encourages them to look and listen when crossing roads. They are well nourished as the childminder makes sure they have drinks bottles they can help themselves to and offers a variety of healthy meals and snacks with fruit options. They further explore healthy eating through games and activities to think about which foods they can eat as much as they like of and which foods to limit. They are fit and active going out most days and also using the garden. The use of this has been extended with a canvas gazebo providing shade and shelter. They enthusiastically make choices about what they want to do and are often independent in collecting and using resources as these are mostly stored or displayed at low level to make them easily accessible. They put together a train track, help to tidy up when they have finished and engage themselves in playing with dolls, supported by the childminder. She makes suggestions, asks questions and offers further resources leading to preparing a make-believe meal to promote language development and imagination. Children use physical skills as they make up beds with blankets, strap a doll in the wheelchair, dress their dolls and set out plates, cups and a variety of play foods. Children explore paint as they use brushes to paint leaves, make leaf prints, cover their hands and make hand prints. They investigate the properties of sand as they use a paper funnel to help to fill the narrow necked bottle. They develop larger scale physical skills as they ride a scooter with support and operate the see-saw supervised and helped by the childminder. They step out and balance, coordinating movements as they walk along the raised stepping stones. They consider the effects of the weather as they put their paintings to dry in the sun,

then realise the wind may blow them away so think what they might do to prevent this happening. They sometimes count, for example, how many dolls they have, but some opportunities are missed to encourage children to consider numbers and to solve problems in daily routines.

The childminder has started the process of planning and keeping records. She writes down observation notes in children's individual learning journeys, uses photographs in some of the journals to illustrate achievements and has, for some of the children, set targets for development. Children make steady progress, for example, putting on shoes and doing them up, personal hygiene routines and going from crawling to walking with encouragement to take the first steps. Children play very well together and show affection and concern for each other, holding hands, taking turns and finding out about sharing resources.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
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?	3

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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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