

Inspection report for early years provision

Unique reference number	EY320388
Inspection date	26/06/2009
Inspector	Judith Reed
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 2006. She lives with her partner and children aged one and five years, in the Bitterne area of Southampton. The childminder's home is situated on a steep hill with steps up to the front door. Most of the childminder's home is registered for childminding and the main bedroom is out of bounds to minded children. The childminder takes the children out daily as the garden is not suitable for them.

The childminder is registered to care for a maximum of four children under-eight years at any-one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the compulsory and voluntary parts of the childcare register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are settled and happy as they learn through their play. The childminder is fully involved with the children and provides an inclusive environment where children help themselves to toys from storage. Children benefit from the childminder's ongoing development through training as well as her careful self-evaluation of her provision.

What steps need to be taken to improve provision further?

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

- continue to develop planning to meet the individual learning targets of the children

The leadership and management of the early years provision

Children benefit from the continuous development of the childminding provision. The childminder values training and has completed a number of courses to improve her skills and knowledge. She has also completed a thorough self-evaluation of her provision and plans further ongoing developments and training.

Children are cared for in a safe environment and the childminder remains vigilant at all times. Many low-level gates are in place around the home to ensure children's safety, particularly at the top and bottom of the stairs and in the kitchen doorway. The childminder effectively safeguards and promotes children's welfare because she is fully aware of safeguarding issues and has all the necessary policies and procedures in place. Good health and hygiene is promoted as children learn to wash their hands before eating and after using the toilet. Individual hand drying towels are available. The childminder follows appropriate nappy changing procedures including wearing gloves to protect children from cross infection and

carefully cleaning the changing mat before and after use. Children enjoy nutritious meals and snacks including plenty of fresh fruit and vegetables.

Partnership with parents is good and parents are fully informed about their children's activities each day. The childminder completes a written notebook for parents of children under-five for every day which they attend. She also creates a delightful scrap-book, for each child, which includes photographs, pictures they have made and examples of their development. Parents complete all necessary documentation.

The quality and standards of the early years provision

Children experience a range of play activities and learning opportunities which ensures they are engaged and have fun. They enjoy a balance of adult provided and self-initiated play which provides some structure as well as freedom to explore. The childminder finds out about the children and their families before they start and supports all families. She is able to access translation services as well as dual language books for children from other ethnic groups. The childminder knows the children's individual stage of development and ensures she provides suitable activities to help them develop and learn, such as drawing and chalking. Current planning is not formalised or shared with parents and remains an area for improvement. The childminder is making regular observations of children's development to include in their 'Learning story' booklet.

Children enjoy frequent outings to parks as well as visits to local groups for childminder's. At these drop-in groups children have the opportunity to interact with other children and adults in a safe environment. They begin to make friends and form relationships, developing their personal and social skills. They also become more confident and independent. Children watch the childminder and copy her actions. While the childminder comforts her own baby and rocks her to sleep, the minded children pick up baby dolls and replicate the rocking motion while patting the dolls on the back. Children rock to and fro copying the childminder, and take the dolls to show the childminder. Children help themselves to toys from the storage shelves and bring out musical toys which play familiar tunes. They dance to the music and the childminder says 'We know this one, it is your favourite isn't it?'. Children learn many nursery rhymes and songs which help to develop language and practise making sounds.

Children learn to develop habits and behaviour appropriate to good learners, their own needs and those of others. The childminder acts as a good role model for children and has appropriate behaviour management strategies in place. The childminder uses positive praise and encouragement as well as reward stickers for very good behaviour. Concerns and issues are discussed with parents as necessary.

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

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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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