

Inspection report for early years provision

Unique reference number	131328
Inspection date	17/06/2009
Inspector	Marilyn Joy
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 has been a registered childminder since 1990. She lives with her husband and two adult children. They live in a three-bedroom house in the suburb of Millbrook, Southampton. There are shops, parks, pre-schools and schools nearby. Downstairs is the main area used for childminding and there is an enclosed garden for outdoor play.

The childminder is registered to provide care for six children under eight years when working on her own or with an assistant. She is currently minding five pre-school children and three school-age children, two of whom are over eight years. The childminder is registered on the Early Years Register and 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 benefit from the excellent partnerships developed with parents and the childminder's willingness to provide a high quality service. She continually reflects on her practice and implements improvements. Children's care is well-organised, keeping them safe and ensuring they make good progress in all areas of their learning and development. Children's individuality is valued and reflected in the care provided. All children are included and able to participate fully in the activities offered.

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 for sharing information with other settings children attend in order to support their learning and development more effectively.

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

- obtain written permission from parents before administering medication to children (Safeguarding and promoting children's welfare).

18/06/2009

The leadership and management of the early years provision

Parents are extremely well-informed about their child and the service provided. They receive an excellent welcome pack which includes comprehensive details of the childminder's policies and procedures. Detailed daily diaries, termly reports and discussions ensure parents are fully aware of all aspects of children's daily care, learning and development. Parents value the positive relationships and effective

methods of communication. The childminder has developed arrangements for working with other settings that children attend, although these have not been fully implemented for all children. The childminder is aware of areas for further improvement and seeks relevant training to update her knowledge and expertise. She has fully addressed the recommendation raised at the last inspection by checking fire safety arrangements with the fire officer and practising them with the children.

Effective systems are in place for safeguarding children's welfare. The childminder has a secure knowledge and understanding of child protection issues and knows what to do if she has concerns about a child in her care. Extremely positive steps are taken to promote a healthy lifestyle with the children through the consistent implementation of effective daily routines and safety procedures. Thorough risk assessments and good supervision ensure children are safe at all times, whether in the home or on outings. The majority of documentation is well-organised and in place, although, prior written consent is not always obtained for non-prescribed medication, which is a breach of the regulations. Children's health is not compromised because the childminder contacts parents by telephone and agrees the course of action to be taken. This is then clearly recorded and signed by parents when they collect their child. Children's well-being is given paramount consideration and they benefit from the dedicated care they receive.

The quality and standards of the early years provision

Children are extremely happy and settled in the well-resourced, stimulating and challenging environment offered. Examples of children's work and photos of their activities decorate the play areas and provide a welcome for children and parents. Children have easy access to an extensive range of exciting resources and activities which promote their all round development well. Knowledge and understanding of the world and creativity are effectively supported through well-planned activities. Children learn about the lifecycle and habitats of ladybirds, hunt for mini-beasts on walks and learn about different animals when they visit the farm. They squeal excitedly when they realise the seeds they planted have grown. Learning is reinforced as experiences are followed up and they create their own pictures through different media and materials. Children change into old clothes so that creativity and investigation is not stifled by worrying about getting messy or dirty. A large tray containing a mix of cornflour and water is setup under the gazebo and is enthusiastically explored with fingers, toes and tools. Children pretend it is sun cream and smooth it onto the childminder's arm to protect her from the sun. She engages in their play and extends their learning through relaxed conversations.

Children gain confidence and independence in using a range of equipment and managing their own personal care. They are given time to manage tasks for themselves, which gives them a sense of achievement and, alongside the praise they receive, boosts their self-esteem. They are encouraged to work cooperatively together, to share resources and be kind to each other. Consistent guidance and explanations helps them to develop good hygiene and safety habits. For example, they are sensitively reminded to wash their hands if they forget and to pick up

small items so babies cannot put them in the mouths. Fresh air and exercise form part of the daily routines, whether it is play in the garden or going on outings. Good habits are promoted as children sit sociably together to enjoy healthy and nutritious refreshments and then settle quietly for a rest. Children relish storytime and looking at their favourite book whilst sitting comfortably with the childminder.

Communication skills are promoted effortlessly, although opportunities are sometimes missed to promote problem solving and numeracy. The childminder recognises that less emphasis is given to mathematical skills so has already booked training to improve her knowledge in this area. Clear and measurable observations are used to record children's achievements and are matched to the expectations of the early learning goals in order to assess their progress and identify their next steps for learning. Children flourish because the childminder has high expectations for each individual and activities are tailored to meet their particular needs. An enthusiasm for learning is encouraged in the calm, supportive and challenging atmosphere offered.

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?	1
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?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
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?	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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