

Inspection report for early years provision

Unique reference number	131294
Inspection date	18/06/2009
Inspector	Amanda Shedden
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 1995. She lives in the Lordswood area of Southampton with her husband and two children who are both over the age of eight and attend school. All areas of the property are used for childminding however, this normally occurs downstairs and there is a fully enclosed rear garden available for outside play.

The childminder is registered to care for a maximum of six children under eight at any one time on the Early Years Register and the compulsory part of the Childcare Register. At present there are two on roll. She walks to a local pre-school to take and collect children and attends a parent and toddler group and takes children to the nearby parks.

The family have goldfish.

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. The childminder has good relationships with the children and is able to meet their welfare needs. This is a fully inclusive setting where all children are valued and treated as individuals. Whilst self-evaluation systems have yet to be formally introduced the childminder is keen to improve the provision.

What steps need to be taken to improve provision further?

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

- extend the record of risk assessments to include outings to ensure children are appropriately safeguarded
- increase knowledge of the early learning goals to ensure activities planned incorporate each area of learning and knowledge of children's achievements, gained from observation
- further develop assessments and planning to clearly show identified next steps for children's progress which can then be measured against their achievements and share this information with the parents
- develop systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children

The leadership and management of the early years provision

The childminder has effective systems in place to ensure that children are safeguarded. The childminder has a secure understanding of child protection, including the procedure to follow if she had concerns about a child. Thorough risk assessments are in place and are used to ensure that all areas within the home are safe and secure, however risk assessments for outings need to be developed

further to ensure that all venues are included.

The childminder has reviewed her provision and has identified some areas of her practice to improve however the lack of knowledge of the early learning goals hinders the understanding of what needs to improve for the benefit of the children. Partnership with parents is positive; they exchange information each day to ensure that there is continuity of care for the children. Previous parents have praised the care their children have received from the childminder.

The quality and standards of the early years provision

Children are happy and contented with the childminder; they have warm relationships with each other and are secure within the environment. Children choose what they wish to play with and the childminder is responsive to requests for additional resources to be brought out.

The childminder has a good knowledge of child development and how children learn. Her knowledge of the individual children enables the activities to be purposeful so that they can consolidate their learning or progress further in all areas. However observations are not made on the children and planning is not linked to the early learning goals.

Children become actively engaged in their choices, concentrating and persevering on their chosen tasks. They enjoy sticking and painting, the positive interaction from the childminder engages them in conversation increasing their vocabulary and knowledge of colours and shapes.

Effective strategies are in place to manage children's behaviour and children are aware of house rules like removing shoes and eating at the table.

Parents provide the children's meals and the childminder ensures they are stored correctly. Children are given a choice of healthy snacks and drinks to enjoy, today strawberries and apple juice. The childminder encourages children in their manners by gentle reminders to say please and thank you.

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?	3
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?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
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