

## Inspection report for early years provision

---

<b>Unique reference number</b>	131361
<b>Inspection date</b>	24/08/2009
<b>Inspector</b>	Sylvia Shane
<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 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 registered in 1995. She lives with her two daughters and her partner in a house in the Woolston area of Southampton, Hampshire. The whole of the property is available, however, children's play is organised on the ground floor where they are also able to rest and sleep. There is easy access to a ground floor toilet and the childminder has parking on the premises for parents to drop off their children. There is a fully enclosed rear garden available for outside play. The childminder has pets. She is a member of the Southampton Childminding Network and attends local carer and toddler groups on a regular basis.

The childminder is registered to provide care for six children, three of whom can be in the early years age range. She currently has ten children on roll who all attend on a part-time basis, of these, two are in the early years age range. The childminder supports children who have English as an additional language and children in the older age range also attend.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good; the childminder knows the children well and as a result she promotes the children's learning with success. She provides a warm and nurturing environment for children and written risk assessments address most hazards. She works closely and effectively with parents and other providers of care to ensure children's individual needs are met. Self-evaluation has identified the strengths and weaknesses in the setting which bring about positive outcomes for children.

## 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 observation and planning system and ensure that it reflects the individual interest of children and continue to develop ways of using this in the individual planning for each child in particular when playing outdoors

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

- review the risk assessment and ensure all reasonable steps are taken in order to minimise hazards to children in regard to the pond and the access to it (Suitable premises, environment and equipment)

11/09/2009

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

The childminder ensures that all adults in the household have been vetted and therefore children are kept safe. She uses the self-evaluation process to identify areas for improvements. She continues to attend training and liaises with other professionals to ensure that she keeps up to date with current practice and legislation.

The childminder works in close partnership with parents through the sharing of observations and children's learning records. Observations are supported by photographic evidence, which enables parents to share in the activities provided for their children. Documentation is well organised; policies and procedures are in writing and shared with parents who sign a copy to confirm their agreement.

The childminder has a secure understanding of how to safeguard children; a written safeguarding procedure is in place, which is shared with parents. She has completed risk assessments for all the areas used by the children, which identifies and addresses most hazards, both in the home and for local outings. The childminder has made good efforts to fence off most of the pond and shows good supervision of children; however, there is still risk of an accident to children because the netting on the pond's surface is not sufficiently strong enough to ensure a child will not have contact with the water. Regular fire drills are undertaken, which ensures that children are familiar with the procedure to follow in the event of an emergency and can quickly be evacuated in an emergency.

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

The childminder has a good understanding of the Early Years Foundation Stage and therefore is able to support children and promote their development in all areas of learning. Observations clearly link to the six areas of learning; they are supported with photographic evidence of the children taking part in the activities. These are used to identify children's next steps and plan to incorporate this into their individual learning journeys. They generally link to children's ideas, however the childminder recognises that this is an area for development to enhance the continuous play provision. Regular reviews take place with parents insuring they are kept fully informed of their child's progress, they are invited to contribute to the review and plans for their child's learning journey. A profile for each child is easily accessible which ensures that parents can access their information at any time.

Children are engaged and interested in what they do and allowances are made to provide individual children with the support they need. As a result, all children are involved and feel included and valued. For example when playing a card game, the childminder engages in the activity with the children modelling the behaviour that is expected of them. She asks the children to recall the rules, when they are about to take an extra turn she reminds them of them again, so fairness prevails. She provides an appropriate level of questioning to make the younger children think about where they might find a matching pair and encouraging them to use their

observation skills and recall the names of animals. She knows that the children particularly like playing with the cards so provides a variety of pictures and games to extend their learning of new words and numbers. Children with English as an additional language are supported through close communication with parents. The childminder asks for meaningful simple words from home and uses these successfully to develop children's communication skills. A range of books are provided in English and in the child's first language. These are freely shared to broaden all children's knowledge of differences in language and cultures.

Children are developing good pencil control as they are provided with a range of mark making activities. For example, children use their imagination and draw free hand; they really enjoy colouring in their favourite nursery rhyme characters and concentrate and carefully try to keep within the lines. They learn how to recognise colours, shapes and numbers through a wealth of activities such as painting and construction puzzles and songs. Children spend time in the garden and show that they are developing confidence in their ability to climb, catch and throw. They regularly visit parks where they learn to move their bodies to make the swing move, and therefore they are developing independence and have a sense of achievement.

Children enjoy snacks and meals that are healthy and nutritious, some of which are prepared by the childminder. They choose where they want to eat their snack and sit comfortably at low tables in the garden and chat sociably to the childminder and their friends. Children are keen to return to their play, however, they are learning the rules that keep them safe. For example, when children get up to leave the table with food in their mouths, they are asked to think about why they are not allowed to do this and when reminded, understand that they may choke. Throughout the day, children are re-hydrated and encouraged to drink water, they identify their own beakers as each has a specific colour. This limits cross infection.

## 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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----