

Inspection report for early years provision

Unique reference number	EY385040
Inspection date	17/07/2009
Inspector	Penny Wood

Type of setting	Childminder
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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 2008. She lives with her husband and two young children in the residential area of Bittern in Southampton. The whole of the home is registered for childminding and there is a small enclosed area for outdoor play.

The childminder is registered to care for a maximum of four children under eight years old at any one time and she currently has two children on roll aged between three and six years old, one of which is in the early years age group. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is a member of the Southampton Childminding Association. The childminder is able to walk and drive to local schools and pre-schools. The family have two cats, chickens and fish.

Overall effectiveness of the early years provision

Overall, the quality of provision is good. Children are settled within the childminder's care. They enjoy a good range of activities, which promote their learning and development well. Good strategies ensure the childminder is able to meet children's individual needs within her inclusive provision. The childminder is pro-active in developing her provision through further training opportunities. Her provision benefits from the opportunities she has to gain support from and to share good practice with other registered providers.

What steps need to be taken to improve provision further?

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

- ensure resources are complete to allow children to finish tasks and experience a sense of achievement
- continue to explore ways to develop children's awareness and understanding of diversity
- continue to develop ways to promote healthy diets for children

The leadership and management of the early years provision

Good strategies enable the childminder to evaluate her provision and to focus on the areas to develop. For example, she seeks feedback from parents for their views, ensuring she is meeting not only the child's, but also the family's needs. When providing activities, the childminder evaluates her provision and adapts as appropriate to encourage children's participation and interests.

Children benefit because the childminder works in partnership with their parents and the other settings they attend. As a result, she is able support children in their learning and development, such as in their language acquisition or through consistent behaviour management techniques. Parents receive detailed information

from the childminder, which enable them to have a clear insight into her provision and practice.

Regular risk assessment of the home environment ensures children are able to play safely and free from the risk of harm. Good strategies provide safe opportunities for children to participate in outings. For example, the childminder visually checks areas, such as play parks, prior to entry. A clear understanding of her child protection policy promotes children's welfare and ensures the childminder is able to take prompt action in an emergency.

The quality and standards of the early years provision

Children are happy within the childminder's care. They benefit from a good range of planned activities, which promote learning and development across the six areas of learning. However, there are few opportunities for children to develop a particular awareness and understanding of diversity through readily available resources or the celebration of cultural festivals. The childminder is gaining a clear understanding of the children within her care. She is mindful of their dispositions when planning activities, providing opportunities for them to engage in purposeful play. Records of children's achievements support the childminder when planning future activities and targets for further development.

Children benefit from the partnership between their parents and the childminder. By establishing children's abilities with parents on joining her care, the childminder is able to provide activities and challenge according to individual skills and abilities. For example, in order to encourage children's mark making skills, the childminder provides children with opportunities to colour pictures of favourite characters. At all times, the childminder uses praise and encouragement to develop and promote children's confidence and self-esteem.

Children enjoy the support and guidance offered by the childminder. Once adept at tasks with support, the childminder skilfully allows children to gain independence and to experiment on their own. For example, when spooning cake mixture into cases, the childminder guides children's hands for a short while and then allows the children to try spooning for themselves, regardless of the minor spills that follow. The childminder seizes spontaneous opportunities to promote children's learning. For example, she brings children's attention to the numbers on the timer when putting the cakes in the oven and encourages children to predict whether items will float or sink when washing up.

Children persevere well at tasks. They enjoy colouring, number games and jigsaw puzzles. However, not all resources are stored in complete sets and as a result, when completing jigsaws children are not always able to finish the task and experience the sense of achievement.

Appropriate strategies are in place to promote children's health and well-being. They enjoy visits to play parks where they are able to use large play equipment, which promotes their physical skills, such as climbing. The exclusion of children when they are poorly reduces the spread of illness. Children independently follow

good hygiene routines, such as washing their hands after messy activities, which limits the spread of germs. Children endeavour to make their own sandwiches at lunchtime. However, the range of food provided at mealtimes does not consistently promote nutritious or healthy options of food.

Children are learning about safety. For example, the childminder is mindful to bring children's attention to hot and cold items, particularly when enjoying activities such as baking. When away from the home, children are encouraged to observe road safety guidelines, such as looking both ways before crossing the road. A clear behaviour management policy promotes good behaviour. Through discussion about incidents as they occur, children are learning about boundaries and the difference between right and wrong. Following events, children are encouraged to take responsibility for their actions and to say sorry.

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?	3
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

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