

Inspection report for early years provision

Unique reference number	131453
Inspection date	23/09/2009
Inspector	Helen Mary Ball
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1998. She lives with her school-age children in the Fremantle area of Southampton close to shops, parks, schools and public transport links. Access to the premises is good. The ground floor of the property is primarily used for childminding and there is an enclosed garden for outside play. She has two cats.

The childminder is registered to care for a maximum of five children at any one time, of which two may be in the early years age range. She is currently minding four children in this age group who attend for a variety of sessions. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of the Southampton Childminding Association and the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in the care of this childminder who puts children at the heart of everything she does. She has a positive approach and this means that children of all abilities take part in activities which she adapts to meet their individual stages of development. The childminder has a professional approach to childcare and is committed to developing her own knowledge through ongoing training; she evaluates the provision and successfully identifies areas for improvement.

What steps need to be taken to improve provision further?

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

- further support children learning English as an additional language, by having regard to the effective practice guidance in the Department for Children, Schools and Families guidance "Supporting children learning English as an additional language
- continue to develop systems for observing and assessing children's progress and use them to identify learning priorities and plan relevant and motivating learning experiences for each child

The effectiveness of leadership and management of the early years provision

Children are very well safeguarded because the childminder has attended training in child protection, she has a clear understanding of the signs and symptoms of

child abuse and has written a child protection policy which is shared with parents.

The childminder is exceptionally well organised and children's health and welfare are very effectively underpinned because required policies, procedures and consents are in place; all records are meticulous. Children are safe because the childminder has conducted a thorough risk assessment of her home, minimised all risks and closely supervises children.

Children develop independence as they select their activities from a wide range of resources which are readily accessible in the playroom. Daily routines ensure that children have ample opportunities to play and learn indoors, outdoors and on a variety of outings. The childminder promotes equal opportunities by meeting children's individual needs very well and she has a working knowledge of caring for children from a variety of cultures. She is proactive in seeking further ways to support children who speak English as an additional language.

The childminder has good relationships with parents/carers and as a result, children are happy, settled, safe and secure in a setting where the childminder treats each child with equal concern.

The childminder observes and assesses children's development and keeps careful records of children's achievements. Through effective self evaluation, the childminder has already identified this as an area for further development. The childminder is committed to further improving her provision through a wide range of training courses. She has recently completed a Level 3 qualification.

The quality and standards of the early years provision and outcomes for children

Children are incredibly relaxed and happy in this home. The childminder is very calm and she ensures that each child receives individual time and attention when they need it. All children are included and valued and have developed sound relationships with the childminder and their peers. The childminder encourages children to work together through planned activities such as art projects; this helps all children to feel included and develop high levels of self-esteem.

The childminder effectively supports children's learning; she provides sensitive support to children and differentiates activities and questioning to enable all to progress according to their own stages of development.

The childminder carries out observations and assessments of children's progress so that these can be used to plan for their future learning needs. Children at this setting thrive on responsibility; the childminder encourages them to help with tasks such as picking raspberries from the garden and helping to prepare snacks. This helps children to develop a sense of belonging and pride. She knows each child very well and competently recognises their current stages of development; as a result they make good progress towards the Early Learning Goals.

The childminder strikes an effective balance between adult-led and child-initiated

activities. She knows children's individual interests and plans for simple activities such as collecting conkers; she then uses these across several areas of learning to develop children's conversation skills, number skills and creativity. This means that children are fully engaged in activities because they are interested and they are helped to develop skills for the future.

Children develop a healthy lifestyle through daily physical exercise. They are taken out every day and they regularly visit local parks. The childminder's garden is fully enclosed and she allows children the freedom to move between the indoors and outdoors on a free-flow basis. This means that children can be energetic when they wish.

The childminder helps the children to stay healthy by teaching them to use careful hygiene routines, and she provides disposable hand towels to prevent the spread of infection. Frequent praise and the childminder's calm approach to behaviour management, ensures that children are gaining in confidence and that their wellbeing is assured; this means that children feel safe at this setting.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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