

Inspection report for early years provision

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Inspection date 28/09/2009
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.

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Description of the childminding

The childminder was registered in 2001. She lives with her husband, school-aged child and two teenage children in the Bitterne Park area of Southampton, close to shops, parks, schools and public transport links. Access to the premises is good. The ground floor of the childminder's home is primarily used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time, of which three may be in the early years age range. She is currently minding six children in this age group and they 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 National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun in the care of this childminder who puts children at the heart of everything she does. She ensures that children of all abilities take part in activities according to their individual stages of development. The childminder has an effective partnership with parents and other settings that children attend. She has a professional approach to childcare and keeps fully up-to-date by attending a wide variety of training courses; she evaluates the setting 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:

- ensure that all hazards in the garden are made safe or inaccessible to children, with particular regard to the water butt
- ensure that records for all children are up-to-date so their next steps in learning can be effectively identified and planned for

The effectiveness of leadership and management of the early years provision

Children are very effectively safeguarded because the childminder has attended recent training in child protection; she has a clear understanding of the signs and symptoms of child abuse and shares her written child protection policy with parents. The childminder is very well organised and children's health and welfare

are effectively underpinned because all required documentation is in place. Children are generally safe because the childminder has conducted a risk assessment of her home, minimised most risks and closely supervises children.

The childminder promotes equal opportunities because she values each child's contribution to her setting and she meets children's individual needs very well. Children learn about the wider world through planned activities as well as through the childminder's wide range of books and toys that reflect positive images of society. They develop independence as they select their activities from a wide range of resources which are easily accessible to them. The daily routines ensure that children have ample opportunities to play both indoors and outdoors, as well as on a variety of outings. Babies sleep according to their individual routines.

The childminder has good relationships with parents/carers and as a result, children are happy, settled and secure in her care. Parents report that the childminder is flexible and friendly, and that their children have made many friends while in her care; this has helped them with integration at school and pre-school. Parents state that they enjoy receiving their child's developmental records, when the childminder keeps them fully informed about their children's achievements, as well as sharing observations and anecdotes. The childminder has effective links with other settings that children attend and this means that they receive continuity of care and education.

The childminder critically reviews her provision and successfully identifies pertinent areas for improvement. For example, she has identified that she would like to improve the maintenance of documentation, with particular regard to children under three years of age. The childminder demonstrates her commitment to continuous improvement through following recommendations by Ofsted, and through her regular and ongoing attendance at a number of training courses.

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

Children are exceedingly relaxed and happy with this childminder who is very calm and capable. Children have developed sound relationships with the childminder and their peers, and laughter permeates the childminder's home. The childminder cuddles babies closely as they feed and they snuggle up to her, showing that they feel safe and secure.

The childminder has an inclusive approach and ensures that all children take part in activities at their own level. For example, all children visit the garden centre to buy plants and seeds and they all help to plant their purchases. The childminder understands that very young children enjoy exploring the texture of the soil, while older children understand that plants need to be carefully planted and watered. Children enjoy watching their plants grow and have recently harvested peppers, courgettes and cucumbers. This inclusive approach means that all children feel valued and develop high levels of self-esteem.

The childminder carries out observations and assessments of children's progress so

that these can be used to plan for their future learning needs. Although some children's records are not up-to-date there is no negative impact on children because the childminder knows them all very well.

Through effective self-evaluation, the childminder has already identified this as an area for improvement. Overall, children make very 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 builds on these to plan activities that further develop children's learning. For example, children showed an interest in the streets around them and were keen to point out landmarks. The childminder built on this interest by taking children out to take photographs of the area and they made their own maps. This approach means that children are fully engaged in activities because they are interested.

Children develop a healthy lifestyle through daily physical exercise. They go out every day and the childminder takes full advantage of local places of interest such as adventure parks, arboretums and beaches. Children stay healthy by following careful hygiene routines and the childminder provides disposable hand towels to prevent the spread of infection. Children learn to keep themselves safe by taking part in regular fire drills, and by following the Green Cross Code when out and about.

The childminder has a consistent approach to behaviour management and this means that children feel safe and secure in her care.

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

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