

## Inspection report for early years provision

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<b>Unique reference number</b>	111491
<b>Inspection date</b>	07/12/2009
<b>Inspector</b>	Anne Mitchell
<b>Type of setting</b>	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 has been registered since 1999 and lives with her husband and three children in Chandlers Ford. Children use the ground floor for play and sleep and there is a fully enclosed garden for outdoor play. The family have a dog, two cats, a rabbit, guinea pigs and chickens.

The childminder is registered on the Early Years Register, as well as the voluntary and compulsory parts of the Childcare Register. A total of five children may be cared for at any one time, of whom two may be in the early years age group. There are currently six children on roll, five of whom are in the early years age group.

The childminder 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 are making good progress towards the early learning goals, given their starting points, and are happy and confident in this caring environment. Through regular discussion with their parents, the childminder knows each child well and is able to meet their individual needs effectively. There are secure systems in place to monitor and evaluate the childminder's day to day practice to ensure continued improvement, and ongoing 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:

- provide opportunities for parents to contribute to children's developmental records
- develop systems to obtain a regular two-way flow of information with other early years providers to ensure consistency with children's learning and progression is achieved.

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

Children are effectively protected from harm and neglect in the childminder's care. She has a secure knowledge and understanding of safeguarding issues and knows the procedures to follow in the event of any concerns noted. Comprehensive risk assessments ensure children are safe in the home, garden and on local outings.

Good use is made of resources available, including those that provide positive images of diversity such as books, miniature play and dolls. Recyclable materials are used through the childminder's membership to the Southampton 'Scrapstore'.

Children can access all areas of the setting and can easily select good quality toys and books easily, providing them with independent choices in their play.

The childminder is continually assessing her provision, and therefore the capacity to make continuous improvement is good. She is currently looking to streamline and organise children's development records more effectively. Through use of the Ofsted self-evaluation form, she identifies areas for development. The childminder is currently on training to update her skills, and is reviewing her written policies and procedures to more fully reflect the Early Years Foundation Stage framework.

Partnership with parents and carers is good. She communicates well with them through informal discussion, daily diaries and newsletters. Parents' are happy with the level of care and education provided. They say that their children enjoy 'plenty of activities' and 'a healthy mix of stimulating activities and homely environment' and observe that their 'children are keen to go to the childminder's home to play'. Partnership with other childcare providers is adequate. Some children also attend local pre-schools. The childminder has begun to make contact with these settings but communication is limited.

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

Children are happy and settled in this comfortable, home from home environment. Their confidence and self-esteem is well promoted through positive interaction and support from the childminder. Children use Christmas collage materials to make an angel mask, sticking sequins and sparkly red balls with glue. The childminder observes 'Look, you have the same number on each cheek!' The child counts the balls saying 'There's two and two. I put four on altogether'.

Children enjoy feeding the chickens and talk about the different types of chickens, and the colour of the eggs they lay. Indoors they become absorbed in imaginative play making dinner for the childminder as the child asks 'What would you like on your ice cream?' Children enjoy being creative and make 'snowman' pictures with white finger paint. They are encouraged to 'walk' their fingers across the paper, 'like snowman footprints!'

Children are provided with a good balance of indoor activities and local outings to toddler groups, parks and woodland to promote their social and physical skills, and their knowledge and understanding of the local community.

The quality of planning for individuals, observation and assessment is good. Regular observations are completed, with photos and areas of learning covered. The next steps for children's development are recorded to promote progress and extension of play. From the outset, the childminder requests information from parents about children's interests and progress at home to enable her to plan activities children will enjoy. Children's records provide a clear picture of their progress and informs future planning effectively. However, there is currently no system in place to enable parents to contribute to children's development records regarding progress at home.

Children play in a safe and secure environment. They learn about their own safety through the childminder's sensitive reinforcement. They are clear about behavioural boundaries, but are also provided with opportunities for independence and privacy, where appropriate. On outings, younger children wear high visibility jackets. Older children carry key rings with the childminder's telephone number and all are reminded about road safety issues.

Children adopt healthy lifestyles, enjoying healthy snacks and drinks. They are encouraged to eat their 'Five a Day' and the childminder has introduced a chart to record what the children eat. During Harvest Festival, children enjoyed sampling different fruit and vegetables. They follow good hygiene routines, spontaneously wash their hands after using the toilet and before meals. They use individually named towels to limit the spread of infection. Regular outings, and garden play provide children with good opportunities for fresh air and exercise. In the summer, they join together with another childminder to enjoy a 'Mini Olympics' event.

Children are polite and well behaved. The childminder praises their achievements and takes a genuine interest in what they have to say. She is consistent in her approach, and ensures children are provided with interesting and challenging activities that keep them well occupied. A written behaviour management policy is shared with parents from the outset.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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