

## Inspection report for early years provision

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<b>Unique reference number</b>	111656
<b>Inspection date</b>	26/10/2009
<b>Inspector</b>	Judith Reed
<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 was registered in 1991. She lives with her husband in Netley Abbey near Southampton, close to shops, parks, schools and public transport links. The ground floor of the childminder's home is primarily used for childminding and the bathroom is on the ground floor. There is a fully enclosed garden for outside play. The childminder has a pet cat.

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 seven children in this age group, mainly on a part-time basis. She also offers care to children aged over five years to 11 years. This childminder 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 local childminding network.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder is very aware of the children's individual needs and provides a stimulating environment where they make choices about their own activities. Equality and diversity is promoted through a range of books and toys, and children's differing abilities are taken into account. The childminder builds sound relationships with parents and they work effectively together. Self-evaluation is carried out to ensure continuous development of the childminding provision and ongoing training is valued.

## **What steps need to be taken to improve provision further?**

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

- continue to develop positive attitudes to diversity and differences by further developing knowledge and understanding of inclusive and anti-discriminatory practice
- improve the safeguarding policy to ensure parents are fully informed about all procedures

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

The carefully planned organisation of the childminding provision ensures children are safeguarded. Suitability checks are completed on the adults living on the premises and a brief safeguarding policy is in place. Parents complete necessary documentation to ensure children's safety and welfare and the childminder ensures

this documentation is available when required. Risk assessments are completed around the property as well as for regular outings. The childminder is constantly vigilant regarding hazards and explores the area where children have an accidental fall to ensure the area is safe.

The childminder carries out self-evaluation of the provision and recognises that ongoing training is required to keep up-to-date at all times. She is a member of the local childminding network and meets other childminders to share good practice and ideas. The childminder demonstrates a capacity to improve through the recent addition of a conservatory to the property, which is a very valuable play space. The childminder has developed a good working relationship with the parents who contribute to the evaluation of the provision. Parents state that they are very happy with the childminder who provides care of a very high standard and follows children's progress carefully, keeping them fully informed. Children are helped to learn skills which are educational and interesting, as well as being very beneficial when starting school. The childminder also values the children's opinions and their evaluation of the provision is also collected. Children experience continuity of care and learning because the childminder links in with other settings such as the local pre-school and nursery. She discusses any issues and concerns with parents and ensures that all children are supported as necessary.

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

Children are happy and well occupied with a wide variety of activities both inside and outdoors. The new conservatory provides an accessible, free play space where children's work and photographs are displayed. Children move from the conservatory into the garden to climb up the slide, hide inside the tent or play games. The group of children of all ages play well together and help one another as needed, developing their personal, social and emotional skills. Regular observation and assessments of children's activities show that they make consistent progress in all areas of learning. The childminder builds individual folders of information for each unique child, including photographic illustrations. She shares this information with parents who also contribute observations occasionally. Parents discuss concerns about their child's development with the childminder who helps to advise and support. Ongoing observations help to validate concerns and provide evidence for ongoing professional assessment. Children from other ethnic groups are welcomed into the childminder's home and some toys and equipment reflect diversity. However, suitable dual-language books and signs showing words from other languages are not in place to help children feel valued.

Children enjoy their learning and are effectively motivated. They are confident to take part in a variety of activities and games, and help themselves to toys from around the room. Children also ask the childminder for a favourite musical toy which is stored in another room. The childminder brings it out saying she has fitted new batteries to ensure it works well. Toys are rotated from storage regularly. The childminder makes activities fun and different. She purchases interesting craft items to help children to create interesting art work. Children choose to join in

activities as they are exciting. The childminder supports their learning when they join in planned activities such as Halloween glue activities. Children apply glue and stick tissue paper onto pre-cut hanging mobile shapes. Activities are adapted to allow all children to participate meaningfully, for example, she also provides suitable fatter, felt tip pens for very young children when they choose to do drawing and colouring with the older children. The childminder strikes an excellent balance between adult-led and child-initiated activities. For example, while children are having their healthy snack and drinks noise levels increase considerably. The childminder says she is going to read a story while children have their break and they immediately calm down to listen. Children join in counting during 'The Very Hungry Caterpillar', and repeat phrases in 'We're Going on a Bear Hunt'. Children's communication skills are effectively supported as the childminder encourages them to chat to her and express their opinion. For example, children say they do not like the bear in the Bear Hunt book. The childminder also offers to help with Duplo building and children say 'no thanks' and continue creating vehicles and buildings independently.

## 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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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