

Inspection report for early years provision

Unique reference number	EY393369
Inspection date	26/11/2009
Inspector	Jacqueline Munden
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 has been registered since 2009. She lives with her husband, their two children both aged under five years, and her adult sister in Calmore, near Southampton. All of the childminder's home is used for childminding except two bedrooms. Toilet facilities are available on the first floor. The family has a dog and hamster.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. There is currently one early years child on roll. She is also registered on the compulsory and voluntary parts of the Childcare Register.

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 happy and settled in the warm and nurturing environment where their safety and welfare are promoted well. The childminder ensures children's needs are met well through developing strong partnerships with parents and by maintaining most of the required records. Children's learning is supported through effective methods appropriate to their ages and level of development; they are all valued and included and therefore make good progress. The childminder is self-aware, and identifies areas for future development to improve her own skills and outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking emergency medical advice or treatment (Promoting good health). 26/12/2009

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

- further develop the system used for observation, assessment and planning to ensure progress of children's learning and development is monitored and shared with parents
- improve the record of the risk assessment to include the horizontal bars on the stairs and landing and what measures are taken to minimise risks.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as the childminder has a clear understanding of the required procedure to follow should she have a concern regarding a child protection issue. She ensures children are kept safe at home and on outings by conducting thorough risk assessments and taking effective measures to minimise risks according to the ages and development of children for whom she cares. For example, at home they are closely supervised, safety gates are used to prevent access to areas that are unsuitable for them and door stoppers are used to prevent them catching fingers in doors. The emergency evacuation plan is practised and smoke detectors are checked regularly. When on outings, children wear stickers with the childminder's contact number should they become lost. A record of the risk assessment is maintained of hazards that affect the children attending although it does not include all the details of the risks identified by the childminder should older children attend that need to use the toilet upstairs. The childminder follows effective hygiene routines to prevent the risk of cross infection. She is trained in first aid and carries a first aid kit and emergency contact details with her on outings. However, she may not be able to respond appropriately in an emergency as she has not obtained parental consent to seek emergency medical treatment and advice.

Strong links with parents are forged; they share information through daily discussion about children's care and what they have been involved in through the day. Parents report to the childminder they are happy with the care their children receive. The childminder's generally good organisation ensures most required documentation and a wide range of policies and procedures that underpin her good practice are in place and shared with parents. The childminder has considered how she will liaise with other providers of the Early Years Foundation Stage (EYFS) children may attend should the need arise.

The environment is homely and welcoming with a wide range of resources easily accessible to all children at low levels. The childminder changes the range of toys offered regularly to meet their developing needs and to promote equality and diversity. For example, those learning to walk use a varied range of walkers to encourage them and easy grip water based pens enable those under 20 months to take part in mark making activities. The childminder is enthusiastic and committed to providing an inclusive setting. Although there are no children attending with special educational needs and/or disabilities, she is happy to discuss any concerns about a child's development with parents and work with other professionals to support those needs. The childminder is keen to introduce children to different languages to widen their understanding of different people in the world such as French which she speaks; children have already enjoyed trying traditional foods from France such as croissants and to learn a few French words such as 'bonjour'. The childminder is aware how important it is to encourage children's language skills and is learning Makaton, which she uses effectively to encourage even very young children to understand and communicate. This demonstrates her ongoing commitment to improving her skills; she is also working towards a level 3 qualification in childcare. The childminder reflects on her practice, successfully

identifying areas she wishes to develop further. For example, to further develop the system she uses to record children's progress.

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

Although the childminder has only been caring for minded children for a short time she quickly gets to know each of them well and meets their individual needs regarding their sleep patterns and mealtimes as preferred by parents. She responds to children with care and concern as those distressed by teething are promptly comforted and offered suitable hard snacks or objects to chew on. This makes children feel safe and secure and strong bonds are formed; they reach to the childminder for comfort. The childminder organises her time well and gives her undivided attention to children offering a continual stream of interaction and activities that help them develop. She sits at their level to enable her to communicate with children as they play. Children respond to her encouragement to clap hands, a beaming smile as they do so. They enjoy posting the shapes in the pig and stacking blocks and beakers. The childminder makes play fun and lively encouraging children to knock down towers of blocks. She encourages their learning by using every opportunity to use words to describe objects they play with. For example, she names the colours of trains and counts model cars. Children like looking at books and particularly the feely and noisy ones. As children feel the soft rabbit the childminder says 'Oh it's soft'. She points to a picture of a bird and says 'They live outside in the trees like the ones in the garden', pointing outside. The childminder pays particular attention to developing children's language skills. At present she has children under 20 months of age. She sings rhymes to which those able, respond and start to join in. Children excitedly jump around catching bubbles the childminder blows for them. They wait in anticipation as she says, 'Ready, steady go!' Children shout 'go' with her and those not yet talking make a sound excitedly too. The childminder uses Makaton signs and words to aid her which children are responding to well. This is very effective when encouraging two children to take turns posting shapes in the pig. They are responding well and calmly wait for each other albeit for a short time. Children take a keen interest in their surroundings and are developing skills in hand eye coordination and moving their bodies as well as language. Children enjoy using instruments from around the world, some made of natural materials. They shake rattles and clappers to make different sounds.

Young children are encouraged to learn about healthy lifestyles as they benefit from lots of time spent outdoors as they go out for daily walks with the family dog and develop large muscles as they use push-along toys and a slide that is set up indoors in poor weather. They enjoy healthy and nutritious snacks of fresh and dried fruit and rice cakes. Drinks are always visible and regularly offered to non-speakers to ensure they remain hydrated.

They learn about keeping safe by being gently reminded not to throw toys when taking them out of the box and being shown how to do it carefully. The childminder constantly talks about making sure the floor is safe and they are encouraged to help put toys away before embarking on the catching bubbles

game. Even young children are developing independence and show confidence as they move around and select toys. They are beginning to develop skills for the future by learning how to share and manage their own behaviour. They are already making marks with pens and use electronic toys finding out how to switch them on and off.

Children are content and make good progress due to the childminder's developing understanding of the EYFS and how children learn and by providing them with a wide range of activities and resources that meet their developing needs. She speaks knowledgeably of the stages they are at and what she is doing to help them progress. She has begun recording observations of children's achievements, linking them to the areas of learning and has noted some planned next steps. Children's development records are not yet shared with parents to enhance their learning.

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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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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