

Inspection report for early years provision

Unique reference number	112428
Inspection date	27/05/2010
Inspector	Catherine Louise Sample
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 has been registered since 2001. She lives with her partner, adult daughter and school age child in Totton, Hampshire. Childminding takes place on the ground floor with sleeping facilities on the first floor. The front garden is used for outdoor activities as the back garden is not currently available due to extensive building work. The family have two dogs, a cat, a parrot and a tortoise.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a total of six children under eight years at any one time, of whom no more than three may be in the early years age group when working alone. The childminder is also registered to work with two assistants and when doing so may care for up to 15 children at any one time, of whom no more than nine may be in the early years age group. There are currently nine children on roll in the early years age group. The childminder receives funding for the provision of nursery education.

The childminder is an Accredited Network Childminder and a member of the National Childminding Association. She has a level 3 qualification and works with three regular assistants who are all currently undertaking relevant training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and settled in this welcoming environment. They are well-supported by the childminder and her assistants, who work in close partnership with parents and other settings to ensure that they can fully meet children's unique needs. All children are included in activities whatever their age or stage of development. The childminder and her assistants evaluate the quality of the provision and are committed to improving 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 more positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- develop further opportunities for children to find out about and learn how to use information and communication technology.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted by the effective implementation of a comprehensive range of policies and procedures and the keeping of all necessary records and

parental permissions. They benefit from the childminder's commitment to professional development. She has a relevant level three qualification, has attended a variety of other training and her assistants are all undertaking training. She works closely with her assistants to ensure that they play a full role in the setting. She monitors their performance through observation and discussion and involves them in evaluating the quality of the provision and making improvements to outcomes for children. Children are safeguarded well. The childminder has completed advanced child protection training and has a good understanding of safeguarding issues. She has previous experience of working with vulnerable children and adults and has liaised with social services when she has had concerns about children in her care. The environment is organised to support and extend children's development and learning. There is a large dedicated playroom that is arranged to allow children easy access to toys and activities, a large kitchen for messy play and a fully enclosed outdoor play area that is used for a wide variety of activities, including planting and role-play.

Children benefit from the close working relationship between the childminder and their parents. Parents are kept well-informed about their children's achievement, well-being and development through discussion, newsletters and notices and can see their children's learning journeys at any time. The childminder seeks the views of parents by using questionnaires and acts on suggestions that they make. She also works in close partnership with other settings and organisations. Although she has found it difficult to engage some pre-schools in sharing information she has already established a relationship with another that a child is going to in the autumn and has liaised with teachers regarding the children that are moving up to school in September. She also had experience of working in effective partnership with other agencies when she has cared for children with special needs. She takes positive steps to ensure that all children can join in and reach their full potential. She knows their background and needs well and can therefore plan to help each make good progress. She helps children to learn about wider society through discussion, activities, such as celebrating Purim, and through using various resources that promote diversity. However, there are few positive images displayed to help children embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

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

Children are secure and have a good sense of belonging. They confidently enter the premises and self-register before quickly settling down to activities they choose themselves. They take responsibility for their own safety. They know they must only use the ride-on cars and bikes on one side of the front garden so they don't hurt others and use scissors and knives carefully. They have been out finding safety signs in the local environment and have made and displayed their own around the childminder's home. They have good personal hygiene routines and chat to one another about why they need to wash their hands after going to the toilet. They take part in cooking and food preparation activities that help them learn about healthy eating and engage in a wide range of physical activities, including walking the dogs, exploring in the forest and visiting the water park.

They are confident and settled and have strong relationships with both their peers and with adults. They work as a team to tidy up before lunch and are good at sharing and taking turns in activities, such as making name cards. They have good manners and are encouraged to respect others. They are developing a good understanding of diversity as they engage in a varied range of activities and experiences to help support this, such as playing with multicultural dressing-up clothes.

Children are active learners who focus well on activities they choose and enjoy taking part in adult-led activities, such as making banana bread. They particularly enjoy imaginative play as they pretend that an indoor play structure is a bus and set up their own ice cream shop outdoors. Most are good communicators. They chat to each other as they play and confidently speak to adults. They have good opportunities to recognise the sounds of letters and to practice early writing skills. They also have good opportunities to identify shapes and are encouraged to count and problem solve during various different activities. They use a variety of technology, such as the pedestrian crossing and the washing machine, but do not have frequent access to a computer which would give them further opportunities to find out about and learn how to use information and communication technology. The childminder and her assistants support children well. They offer plenty of praise and encouragement and ask questions to help children think and problem solve for themselves. They know the children well and this allows them to challenge and extend them appropriately. They make ongoing observations of each child's progress and use this information to identify the next steps that each needs to take. As a result, children make good progress in 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	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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