

Inspection report for early years provision

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Inspection date	22/04/2010
Inspector	Dinah Round
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 registered to care for children in 1990. She lives with her teenage daughter, in a house on a residential estate in Totton, close to Southampton in Hampshire. Childminding is carried out on the ground floor of the premises only and children have access to a enclosed garden for outdoor play activities. The family have three pet dogs.

The childminder is registered on the Early Years Register and the compulsory and the voluntary parts of the Childcare Register. She is registered to care for a maximum of six children, of which three may be in the early years age group at any one time. There are currently 11 children on roll, of these seven are in the early years age group.

The childminder is a member of the National Childminding Association and local Childminding Network. She has a NVQ level three in childcare and education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and secure as the childminder focuses on their individual care and learning needs throughout the day. All children are valued. The excellent partnerships with parents means the childminder has a good understanding of each child's requirements. Children enjoy the well organised stimulating environment and confidently use the range of toys and equipment easily accessible to them. Children's welfare is promoted well and they benefit from the high levels of safety procedures that are followed to ensure their safety. The childminder regularly reviews her own practice and actively seeks the views of parents to help her to continually improve the service she offers to 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 parental permission at the start of the each child's minding arrangement, to seek any necessary emergency medical advice or treatment in the future (Safeguarding and welfare)
- 29/04/2010

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

- extend children's learning by providing greater opportunities for children to use number, counting and problem-solving within the activities and everyday routines
- review management of children's records of information to ensure that the

full details are accessible at all times.

The effectiveness of leadership and management of the early years provision

The childminder is well organised. She has developed a comprehensive range of policies and procedures that are shared with parents to encourage consistency, which helps promote children's health and welfare. Most aspects of documentation is in place; however, written parental consent to seek emergency treatment or advice has not been requested for all children, which is a requirement. Records are generally well maintained, although on occasions the full details of children's records of information are not accessible to the childminder to support her in her role. There are robust risk assessments for outings and all areas children use within the home. These alongside high levels of supervision ensure children are well protected at all times. The childminder has a secure understanding of how to safeguard children, the procedures to follow and who to contact in the event of a concern about a child in her care.

The childminder organises space effectively to support children's learning and makes good use of the outdoor play environment to widen children's play opportunities. Children's independence is promoted well as they are able to freely access a wide range of good quality toys and equipment.

Children learn about each other's differences and similarities through discussion and resources that reflect diversity. The childminder has attended many training courses to ensure she keeps up-to-date and develops her own skills to help her meet the needs of children. The thoughts of parents and children are taken into account and questionnaires sent out to seek their views. This helps the childminder to evaluate her practice and focus on how she can continue to improve outcomes for children.

The childminder develops a very good partnership with parents, which provides consistency and means children are well supported. This close working relationship enables the childminder to follow children's particular needs and helps children feel settled and secure. Detailed information about the service is shared through the comprehensive 'welcome' booklet and regular newsletters. The daily diaries and informal discussions give parents a secure understanding of events in their child's day and allows parents to share information. Children's individual learning folders are sent home to keep parents informed about children's progress and achievements and parents are encouraged to contribute their comments. The childminder has developed links with other early years settings that children attend, which helps to promote continuity in their care and learning. Parents are happy with the provision, commenting the childminder is very helpful, approachable and adaptable.

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

Children are happy, settled and contented in the warm, caring and child-orientated environment provided. The childminder interacts well with the children offering support and encouragement to promote their learning and development. The childminder has a secure knowledge of the Early Years Foundation Stage and plans a good range of interesting and stimulating activities to support children's learning. Effective systems are in place to monitor children's progress; written observations linked to photographs help the childminder plan the next steps in each child's learning. The childminder balances her attention well to ensure that all children feel valued and included. Children are learning to share and take turns. Effective use of distraction by the childminder, such as when two children want to play on the trampoline, helps to prevent disagreements. Children benefit from receiving lots of praise and encouragement as they play, which helps to boost their confidence and self-esteem.

Children develop good independence as they confidently make choices about their play and enjoy helping to cut up the fruit at snack time. They are beginning to develop their emergent writing skills as they freely access crayons and chalks and are encouraged to write their names on their artwork. Children have access to some resources to learn about size and shape but opportunities to introduce number, counting and problem solving through their play and everyday routines is not maximised. Children have good opportunities to explore sensory play materials, such as having fun scooping the dried rice and pasta into different containers. During the summer months, they plant sunflowers and learn how to care for them to make them grow. Children benefit from frequent use of the outdoor environment. They enjoy jumping on the trampoline, manoeuvring the sit and ride trucks and crawling through the play tunnel. This helps to promote their physical development and makes sure they get plenty of fresh air and exercise.

Children safety is given high priority. The childminder takes positive steps to ensure her home and garden are safe and secure, so children can move around freely and safely within their play. Children learn about keeping themselves safe. The childminder talks to them about hazards, teaches them road safety and regularly practises her emergency evacuation procedures. Children's health and well-being is effectively promoted. They enjoy healthy snacks of fresh fruit and are provided with regular drinks to prevent them from becoming thirsty. Children follow good hygiene procedures and have ongoing discussions about why they have to wash their hands.

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	1

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	1
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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