

Inspection report for early years provision

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Inspection date	20/04/2010
Inspector	Marilyn Joy
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 1991. She lives with her husband and two children, both of whom are students. They live in Hiltingbury, near Eastleigh, from where she walks to the local shops, Hiltingbury schools and the recreation ground. The house is on three levels and there are occasions when children use all levels. The ground floor entrance is at the front and provides access to play areas and toilet facilities. Sleeping is organised on the first floor. The secure garden is on a lower level and is accessed down stairs from the hallway.

The childminder is registered to care for a maximum of six children under the age of eight years, of whom three may be in the early years age group, at any one time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children of pre-school age, two children aged between five and eight years and one child over eight years. Children attend on a part-time basis. The childminder regularly meets with other childminders and is a member of the National Childminding Association. She holds a Diploma in Childminding Practice.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a well-organised and caring environment where children are extremely happy and settled. Their health, safety and welfare are given a clear priority by the childminder who is vigilant in ensuring they are well-supervised and able to make good progress in all areas of their learning. The childminder is committed to providing a good quality service so that parents can leave their children with confidence knowing they are well-cared for, safe and secure. The childminder is keen to improve her provision and has identified areas she wants to develop and seek further training.

What steps need to be taken to improve provision further?

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

- maintain a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 04/05/2010

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

- develop opportunities for children to become more familiar with letters, sounds and numerals in everyday activities and develop opportunities for them to become more independent in selecting resources for themselves.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because the childminder has a good understanding of child protection issues and knows what to do if she has concerns about a child in her care. She recognises she has not completed any recent training in this area and has identified this in her self-evaluation as an area for further development. Since the last inspection, the childminder has developed procedures for responding to parental complaints and improved her fire safety measures by fitting the fire blanket and conducting regular fire drills. As a result, arrangements for ensuring children's safety are improved. The childminder is extremely vigilant in ensuring her premises are safe and secure. However, she has not maintained a record of when risk assessments have been conducted or reviewed, which is a breach of the regulations. This has not compromised children's safety because the childminder carries out daily checks to ensure appropriate safety equipment is in place and potential hazards are removed.

The childminder is well-organised and most documentation is in place and maintained to a good standard. Children's learning records demonstrate the good progress they are making towards the early learning goals and how well the childminder knows them and responds to their individual needs. Equality and diversity is promoted well through a variety of activities and resources and by encouraging respect for others. Children have access to a good range of indoor and outdoor resources which are clean and well-maintained. They are asked what they would like to play with and are able to select some toys for themselves, although there are other toys they cannot see or independently access. The childminder has reviewed all areas of her practice, identified improvements she wants to make and is beginning to consider how she is going to address them.

A strong emphasis is given to working in partnership with parents to provide secure foundations for children's learning and development. Parents are well-informed about the service provided and the care their children receive. Well-established channels of communication enables parents and the childminder to work together to ensure children are confident and secure in their environment. Parents comment on how happy they are with the quality of care their children receive, the activities they are involved in and the progress they are making. Parents are involved with developing partnerships with other settings children attend so that they can work coherently together to provide continuity in the support children receive.

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

Children are offered a broad range of activities and experiences that successfully support their learning and development. Children are extremely happy and secure with the childminder which is evident in their interactions with her and the confidence they demonstrate with visitors. They are eager to share photos of their

activities and talk about what they like doing. Children's language and number skills are developed well through relaxed conversations during everyday activities. Children talk about going on a visit so the childminder encourages them to count how many boys and girls and then, using her fingers, she helps them to count how many in total. Such activities are simply, but effectively, integrated into their play.

Children behave extremely well and are given good guidance so that they understand the rules of the setting and what is expected of them. As a result, they know what they need to do to keep themselves and others safe. For example, the children are keen to go outside and play in the garden, however, this involves going down the stairs. Older children know that the door must remain shut until they are all ready so that younger children cannot fall down the stairs. When going for walks, they learn about road safety and know they must hold hands and wait to cross the road. Children are encouraged to take turns and willingly offer to share their toys. Good relationships are forged between the children and with the childminder.

Children are developing increasing independence. They manage their own personal hygiene, help to organise their snack and are given choices about what they would like to do. Toys are set out in the lounge, either on the floor, in cupboards or storage baskets. Children are generally able to help themselves, although they have to rely on being told or remembering what else is available. There are no visual clues or labels to help them. Children become aware that print carries meaning through books and older children are encouraged to begin forming the letters of their names and complete number exercises. However, there are few other opportunities for them to use or become familiar with words, letters or numerals routinely or in practical activities.

Stimulating activities encourage children's interest in the world around them. They plant tomato seeds and monitor them as they grow. They measure and compare their height against themselves and then when tomatoes ripen they make toppings for their own pizzas. Children explore the natural environment and their community when going for walks in the woods. They find out about the wider world and different celebrations when making crafts for Chinese New Year, tasting different foods and playing with the variety of toys available. They develop their physical skills as they practise using large play equipment at the park and hand-eye coordination when handling different tools in the sand tray or attempting to catch the ball. The childminder uses her good knowledge of individual children to tailor activities to support their individual stage of development or needs. For example, she uses a balloon to help children succeed in catching because they find it easier.

Children's emotional well-being, health and safety are given a clear priority by the childminder. She ensures they have a safe environment to play and healthy lifestyles are encouraged through the provision of healthy foods, plenty of fresh air and exercise and the promotion of good hygiene habits. Children enjoy their time with the childminder and flourish in her care.

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

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met