

Inspection report for early years provision

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Inspection date	21/06/2010
Inspector	Anne Mitchell
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 2004. She lives in a first floor flat in Southampton. Children have access to all areas of the flat, and have daily opportunities for outdoor play at local parks. The childminder has three cats.

She is registered on the Early Years Register as well as the voluntary and compulsory parts of the Childcare Register. A total of four children may be cared for at any one time. There are currently five children on roll, of these two are in the early years age group. The childminder is a network and community childminder and holds a level 3 National Vocational Diploma in Home Based Childcare, and is working towards accreditation.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in all areas of their learning and development. Strong relationships have been established with children and their families to ensure children's individual needs are recognised and met effectively. A broad range of age appropriate activities and a good balance of indoor play and outings supports and promotes children's learning. Ongoing training and the use of self-evaluation demonstrates the childminder's commitment to her personal and professional development in order to continually improve 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 opportunities to help children find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning
- develop systems to share information about children's individual needs, interests and progress in partnership with other settings they attend.

The effectiveness of leadership and management of the early years provision

The systems to ensure children are safeguarded are good. The childminder has completed safeguarding training and is confident about the procedures to follow to ensure children are protected from harm and neglect. Regular risk assessments are completed so children can play safely both inside and on outings. The childminder is well organised and has developed a comprehensive range of policies and procedures that reflect her practice. She knows the children well and helps them prepare for changes in their lives, such as starting school or moving house through discussion and reinforcement. Books, posters, resources and planned activities provide positive images of diversity. Activities are adapted successfully to suit

children of differing abilities.

There are secure systems in place to monitor and assess the provision. The childminder liaises closely with parents and children to help her reflect on her practice. She attends continued training to develop her skills and knowledge. The use of a self-evaluation form and regular visits from her network coordinator enables further improvement. Good relationships have been established with parents and the childminder works in partnership with them to support children's needs. She uses daily diaries for all children, sharing important information about routines, events and activities to ensure parents are well informed. Photographs are stored on CD Roms and given to parents so they are able to share children's achievements. The childminder has not yet developed links with other provision the children may attend.

Photographs of the children and their artwork are displayed to promote their self-esteem and sense of belonging. Resources are deployed well. Children can access toys and equipment independently and their interest is maintained through the regular rotation of toys. The childminder has developed the secure and private entrance area to provide more space, and extend opportunities for children to enjoy more creative and 'messy' play.

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

Children are confident and settled in the childminder's care. They are fully engaged at all times and the childminder encourages their language skills through continuous interaction. Children roll blue dough making patterns with stickle bricks and cutters. A child notices the patterns she makes and tells the childminder 'Ooh look, it's like the sea!!' Together the children and childminder talk about size and shape, promoting their understanding of early numeracy. 'We need to make it bigger', 'Is it big enough?' 'No, we need to make it wider!' Children enjoy imaginative play enormously as they dress up in scarves and beads as pirates and princesses, making a pirate ship with cushions and mats. The childminder participates fully and extends children's play well. Children decide to make a treasure map. Paper and pencils are promptly provided and they become motivated and enthusiastic in the task, as the childminder explains about the use of a compass to find the treasure. Children enjoy stories, and the childminder uses props imaginatively to bring the story alive and enable children to participate. A good balance of planned indoor play and regular outings to toddler groups, local places of interest and play parks ensures children's learning is supported effectively.

The quality of planning for individuals, observation and assessment is good. Each child has a developmental record where the childminder displays photographs and brief observations of their progress. Children cover all areas of learning in their play, and this is shown by stickers that illustrate the areas covered. Play plans are in place to provide a flexible system to engage children well. Plans cover all aspects of learning but there are limited opportunities for children to begin to learn about everyday technology.

Children learn about their own health and safety. They are encouraged to help tidy away to prevent tripping hazards, and are eager to recall road safety lessons. A child explains 'We look both ways to make sure no cars are coming'. Children learn about healthy lifestyles through reinforcement from the childminder. Snacks are healthy and children are provided with a choice of fresh fruit and vegetable crudités. Children are very well behaved. Minor issues are deflected through the good use of distraction and explanation. When a child complains that another is breaking the stickle brick crown the childminder provides a calm response. The childminder is a good role model and very positive in her approach, thanking the children for their help and rewarding good behaviour with stickers.

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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