

Inspection report for early years provision

Unique reference number	EY405353
Inspection date	21/07/2010
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.

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 was registered in 2010. She is registered to provide care at the home of her co-minder in Romsey, Hampshire. The whole of the ground floor, the second bedroom and the upstairs bathroom are registered for childminding. There is an enclosed garden for outdoor play. The family have a tortoise.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years old, of whom, three may be in the early years age group. There is currently one child in the early years age group on roll. When working together with her co-minder, the childminder may care for a maximum of six children within the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy an affectionate relationship with this supportive childminder. Their unique needs are met well due to the close partnership the childminder has built up with their parents. She ensures that all children are included in activities and not disadvantaged in any way by their background or stage of development. She monitors the effectiveness of the provision and displays a strong commitment 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:

- develop systems to enable parents to contribute to their child's learning and development record
- continue to develop systems for planning relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

Children benefit from the good organisational skills of the childminder. All records are kept accurately and comprehensive policies and procedures ensure that children are protected and well supported. The welcoming environment is arranged effectively to ensure that children can access the varied range of toys and activities easily both indoors and outside. Children are safeguarded effectively. The childminder has a good understanding of the possible indicators of abuse and knows how to protect children at risk of harm. She ensures that all adults who have regular contact with children are vetted. She also makes a full risk assessment of the premises and for outings which ensures that children are kept safe at all times. She evaluates the quality of the care and learning she provides

and is eager to extend her skills and use them to secure continual improvement.

The childminder actively promotes equality and diversity. She uses a wide range of resources that show positive images of ethnicity and disability, including books and dolls and pictures that challenge gender stereotypes are displayed in the playroom. She has a good understanding of children's backgrounds and needs which helps her to identify any potential issues that may affect their development. She works closely with parents to ensure that she can effectively meet the individual care needs of young children, such as sleep patterns, which ensure that they are settled and content in her care. She shares information with parents through discussion and a daily diary as well as showing them children's records of progress. However, at present she does not have systems in place for parents to contribute to these records which would further involve them in their children's learning. She does not currently have any children that attend other settings but she has considered how she will share relevant information with other providers and has discussed this issue with parents.

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

Children are secure and confident in the setting. Frequent interaction with the childminder and well organised routines help young children to develop a strong sense of security. From an early age they are learning about safety issues as the childminder talks to them about the potential dangers around them, such as small wheels on toy cars. The health, physical and dietary needs of young children are met well which ensures that they are content and settled. The childminder organises the day around their individual routines to ensure that they can fully enjoy the activities available. Children enjoy a wide range of physical activities, both indoors and out and young children are learning about good personal hygiene routines as the childminder talks about washing her hands and uses wipes to clean their face and hands. They show good levels of self-esteem and confidence as they smile and wave to visitors and move confidently around from activity to activity. They are starting to learn about how to treat others as the childminder explains about how to be gentle and offers praise when they care nicely for their dolls. They are curious and inquisitive and enjoy exploring their surroundings and the wide range of resources which they can easily access.

Children are making good progress in all areas of their development. They can play well on their own but also enjoy interacting with the children cared for by the co-childminder. They are developing a good sense of identity as they look at themselves in the mirror and they show excitement at having a visitor. They enjoy looking at books and their early communication skills are encouraged by the childminder who acknowledges their babble and chats to them all the time. They like exploring sound with musical instruments and pushing buttons on electronic toys to make various noises. They explore texture and shape as they play with items in a treasure basket, such as coconuts. The childminder monitors children's progress by making regular observations and taking photographs of what they are doing. She uses this information to identify the next steps that they need to take

and has begun to use it to plan activities. However, she does not yet fully utilise this information to allow her to plan for each child's individual learning needs.

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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