

Inspection report for early years provision

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Inspection date	20/09/2010
Inspector	Judith Reed
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 2006. She lives with her husband and brother in a residential area of Southampton. Children have the use of the downstairs rooms which include toilet and washing facilities. Upstairs is not used. There is a fully enclosed garden for outside play. Local facilities, such as schools, pre-schools and parks, are nearby. The childminder is registered for a maximum of six children under eight which includes three children in the early years age group. She is currently minding six children in the early years age group. She also cares for two older school-age children. The childminder regularly works with an assistant. When working with an assistant, the childminder is registered to care for eight children under eight years, of these, six children may be in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the childminder's home. They are well occupied with a range of toys and books which meet their individual needs and reflect equality and diversity. The childminder has taken several appropriately targeted training courses since her last inspection and is aware of the importance of continuous development of her childminding provision.

What steps need to be taken to improve provision further?

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

- continue to improve observation and development records and share them with parents when discussing next steps

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has recently updated her training in this area and she is very well aware of up-to-date child protection procedures. She is well-organised and ensures the necessary documentation is in place. All adults in the property are suitability checked as required. An appropriate safeguarding policy is in place and the childminder ensures parents are aware of these guidelines. Children are well supervised by the childminder and her assistant who work closely together to support all the children's needs. Children demonstrate that they feel safe as they cuddle into the childminder, and her assistant, when needing comfort and reassurance. Suitable guidance is provided to help children learn about crossing roads and stranger danger. Risk assessments are completed around the

home and garden, as well as for several different outings. The childminder enjoys friendly relationships with the parents and regularly talks to them about their children. Settling-in visits are arranged to enable children to become familiar with the new environment. The childminder also uses these opportunities to gather information about the children's home, language and culture. Parents complete a booklet about their child to enable the childminder to ascertain the starting point for their learning journey. Parents also complete necessary documentation including written permission for emergency medical advice or treatment. The childminder is prepared to work with other professionals to support the children as necessary.

The childminder has worked hard to complete several training courses and improve her documentation since the last inspection. This demonstrates her commitment to ongoing development. However, she has not reviewed her self-evaluation document to reflect the ongoing development of the childminding provision. The childminder also encourages her assistant to take relevant training to improve the outcomes for the children in their care. Although the childminder and her assistant work closely as a team they are able to support children's play in separate rooms. This enables older children to play in a more creative manner and to make suitable progress. Resources are available around two rooms on the ground floor of the home. Younger children play mainly in the front room and have free choice of the wide range of toys in toy boxes around the room. Books and imaginative-play items are available in the dining area of the home. The childminder also provides treasure basket items for young children to explore. She uses the library to extend the range of books available to the children and ensures she provides some which reflect diversity. All children are encouraged to play with the whole range of toys.

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

Children are relaxed and enjoy their time with the childminder. They are familiar with each other and siblings support each other. The childminder makes brief plans for each day when she cares for the children. She includes a suitable target for each child in her plans and these are shared with her assistant. These targets are used to help children make progress in their learning and development. The childminder makes occasional observations of the children to note in their learning journey records. However, she does not record the next steps in this record or share these records with the parents to enable them to discuss their children's next steps for development. The childminder is aware of each child's stage of development and supports children to become potty trained. This developmental stage is very well-supported through the use of a doll that wears nappies and can be fed, before it soils the nappy. Children are interested and enjoy giving the doll a drink, removing the nappy and allowing it to use the potty. The childminder also uses stickers to reward children for successfully using the toilet or potty, as well as for good work. Both the childminder and her assistant are aware of children's individual needs. They encourage children to move around by crawling or moving around the furniture as they prefer, demonstrating appropriate physical development. They sing to the children and talk to them to encourage their

language development. Children bring toy telephones to adults and pretend to talk to Mummy, showing they are beginning to learn about the world around them. The adults are aware when children need to have a nap and settle them by reading a story.

Children benefit from regular outings to local parks to use the physical play equipment. They are supported to become confident in using the equipment appropriate to their stage of development. Children particularly enjoy the opportunity to see the sky and observe airplanes, birds and the world around them. The garden is used for ball games. Children also learn about growing cabbages and watering them before harvesting the vegetables and enjoying them in their meals. This activity particularly helps to develop their knowledge and understanding of the world, as well as personal and social skills, language development and numeracy.

Children learn healthy habits through the sound routines which are in place in the childminder's home. The childminder wears gloves to change nappies and each child has their own personal changing mat and equipment. Children accompany the childminder to wash their hands following nappy changes and using the toilet or potty. The childminder and her assistant have both completed up-to-date first aid training to ensure children's safety in an emergency. Food hygiene training has also been completed. The childminder provides nutritious, home-cooked meals and snacks for the children. She is well aware of their individual dietary requirements and ensures food supplied is suitable. Children learn good manners and they are made aware of the house rules. They are encouraged to behave well and are rewarded with stickers. They make friends, play together and respect one another. Children develop some skills for the future when beginning to talk and name various animal toys. They observe traffic lights when out and start to understand what the lights mean. Children begin to solve problems and employ their numeracy skills to count with the toys.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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