

Inspection report for early years provision

Unique reference number	EY406714
Inspection date	08/12/2010
Inspector	ISP Inspection

Type of setting	Childminder
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T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@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 registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. She lives in Southampton, Hampshire with her children aged nine and eleven years. The childminder uses all downstairs areas of the house for childminding. There is a secure garden for outdoor play. The family have pet dogs and a cat.

The childminder is registered to provide care for three children within the early years age range, and up to three older children under the compulsory part of the Childcare Register. A maximum of six children may attend at any one time. There is currently one child on roll. The childminder visits the local children's centre, toddler groups, library and parks. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are comfortable and relaxed in the homely and welcoming environment. The childminder demonstrates an understanding of enabling children's development and learning through providing a range of activities ensuring that they make steady progress. Close working relationships are developing with parents, enabling the childminder to provide each child with an individual approach. Most required documentation is in place, however not all are accessible and available for viewing at inspection. This is a breach of the welfare requirements. The childminder is developing methods to evaluate her practice and she continually makes improvements to the environment and resources. However, some weaknesses to fully promote children's health and safety have not been identified.

What steps need to be taken to improve provision further?

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

- ensure all records are accessible and available for inspection by Ofsted (Documentation) 08/12/2010
- put in place a written procedure for dealing with concerns and complaints from parents and a system to record complaints and their outcome (Safeguarding and promoting children's welfare) 08/12/2010

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

- practise the fire drill regularly with children of all ages ensuring that they

- become familiar with what to do in an emergency situation improving their awareness of keeping safe
- develop hand washing routines so that young children learn to make the links between good hygiene practices when eating and toileting

The effectiveness of leadership and management of the early years provision

Children's welfare is protected as the childminder demonstrates a sound understanding of safeguarding issues and is aware of correct procedures to follow if she has concerns about a child in her care. The childminder has completed risk assessments for all areas of the home and outings, identifying and minimising potential hazards. For example, cupboard locks prevent children from accessing cleaning substances. When the childminder takes young children to the park she ensures that they only access age appropriate resources. For example, lifting very young children into the baby swings where they can swing safely. The childminder has considered the evacuation procedure and three ground floor exit routes are available. The childminder keeps keys on hooks close to doors so that they are within easy reach in an emergency. However, children do not practice the procedure to become familiar with how to evacuate the property in an emergency. Consequently, children's safety is not fully promoted.

Policies and procedures have been devised and have been shared with parents. However, the childminder does not have a complaints policy, this is a breach of the welfare requirements. Written parental permissions are obtained from the onset, helping to ensure that children are cared for inline with the parents' wishes. The childminder reports that she keeps an accurate register of children's attendances. However, she could not produce the register at the inspection.

The childminder has a very friendly and welcoming approach and invites new parents to spend time at the setting. This gives them an opportunity to observe the practice and to ask questions, enabling parents to be fully informed and involved. Daily discussions, text messaging and phone calls provide an opportunity for a two-way flow of information, helping to ensure continuity of care. The childminder does not care for children who attend other early years setting, however she has considered ways to liaise and share information if circumstances change.

The childminder has devised some procedures to monitor and evaluate the provision such as ongoing training to update her knowledge. She monitors children's development, providing suitable resources to support their changing needs. For example, when a young child progresses from crawling to pulling themselves up onto the furniture the childminder sources a baby walker to support their physical development. The environment is very inviting and welcoming to children. They benefit from the bright and spacious dedicated playroom where they have access to a wealth of very well organised resources. This room leads into a dedicated baby room which is warm, comfortable and well equipped with toys and equipment. Both playrooms have murals painted on the walls, displays of posters and colourful mobiles suspended from the ceiling. The rear garden has

been sectioned off creating an area for the dogs and a secure area for children's outdoor play. The childminder provides children with opportunities to develop their knowledge and understanding of other people's differing needs. There are some resources enabling children to gain knowledge about diversity and equality of opportunity such as dolls and a range of books.

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

The childminder is caring and attentive towards the children, who are relaxed and happy with her. Interaction between them is warm, the childminder playing alongside children at their level, supporting their learning. Basic records relating to children's learning and development are in place. The childminder clearly knows children well and supports their progress by providing a suitable range of activities. For example, a young child has just started to talk and has limited vocabulary, the childminder uses age appropriate books and singing to develop this. The child is captivated as they look at a tactile book pulling animals from flaps on the pages. The childminder faces the child clearly saying, 'duck', repeating the word several times. The child is rewarded with claps and verbal praise when they themselves say 'duck'.

Children become familiar with numbers, counting and sorting from an early age. Walls are painted with numbered apples and the childminder counts at everyday activities. For example, counting the number of steps a newly mobile child takes. Young children start to explore shape and size as they play with the shape sorters. They become absorbed as they use an abacus, sliding coloured beads across the frame as the childminder counts to ten. Children are aware of the world around them. They take an interest as the childminder points out birds and trees in the garden and on walks.

Children express themselves creatively through a variety of art and craft activities. From an early age they are introduced to new textures. Children explore glitter paints with their hands then transfer the paint onto paper. A young child steadies themselves against the play kitchen, they become fascinated when they lift the lid of the teapot activating music. They repeat this task several times, giggling as they play. The childminder extends this play singing, 'I'm a little teapot'.

Children's awareness of healthy lifestyles is developing through frequent exercise and nutritious meals and snacks. They benefit from home cooked meals prepared in advance by the childminder. Children enjoy warming vegetable soups and casseroles in the winter months and regular drinks keep them hydrated. Regular nappy changing ensures that they are kept comfortable. For example, when a child wakes from their sleep the childminder says, 'Let's change your nappy, I don't want you to be uncomfortable'. She places the child on the changing station in a quiet area of the home, establishing and maintaining eye contact with the child saying, 'You are beautiful'. The child feels safe and secure, smiling and gurgling back to the childminder. However, after nappy changing and before eating lunch young children are not encouraged to wash their hands. Consequently, children's

health is not fully promoted.

Young children receive lots of attention from the childminder and are constantly engaged in play, keeping them happy and occupied. From an early age the childminder introduces suitable strategies to manage unwanted behaviour. For example, when a young child grabs her necklace, she says 'No' using a change in the tone of her voice. This sends a clear message to the child. The childminder ensures their individual needs are met, for example, having their sleep and feed routines catered for in line with home routines. Children have formed close bonds with the childminder and enjoy lots of cuddles which help them feel safe and secure.

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	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

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	3
The extent to which children adopt healthy lifestyles	3
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