

Inspection report for early years provision

Unique reference number	EY365652
Inspection date	09/12/2010
Inspector	Amanda Shedden

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 was registered in 2007. She lives with her two children in St Deny's, Southampton. The ground floor is used for childminding with bathroom facilities available on the first floor. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time. She is registered on the Early Years Register and on the compulsory part of the Childcare Register. She is currently minding ten children seven of whom are in the early year's age range on a part-time basis. There are animals in the home.

The childminder is a member of the National Childminding Associations and holds the National Vocational Qualification Level 3 in Childcare and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision is good. The children's individual needs are met due to the childminders understanding of their needs. Children's learning and development is progressing well, the childminder uses her observations and knowledge of the children to develop them further. This is a fully inclusive setting where all children feel valued and included. The childminder monitors and evaluates her provision to help identify any future development.

What steps need to be taken to improve provision further?

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

- put in place a record of risk assessment for the home environment and each type of outing undertaken (Suitable premises, environment and equipment) 07/01/2011

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

- develop methods of working in partnership with other settings to support children's development and progress

The effectiveness of leadership and management of the early years provision

Children's safety is promoted; the childminder has a good understanding of the procedure to be followed if she had concerns about a child in her care. She has a

first aid certificate in place to enable her to treat a child who has an accident promptly and appropriately. The childminder takes reasonable steps to ensure that hazards to children are minimized, for instance by using stair gates and fire guards and supervising them closely; however, she does not have in place a record of risk assessments that identify all aspects of the environments the children access. This is in breach of regulations and an action has been set.

Children have access to a wide range of resources that are suitable for their age and stage of development. They are rotated regularly and the childminder ensures that those on display are ones that the children are interested in and will support their development. The fully enclosed garden has a range of equipment for children of all ages; the layout of the garden enables all children to play outside together safely with supervision.

The childminder has a full range of policies and procedures in place to support her practice that is shared with the parents. Each child is treated as an individual; the childminder works hard to build relationships with each child to ensure they are having continuity of care and their needs met. All necessary permissions are in place enabling the childminder to care for the children effectively.

The childminder has good relationships with parents. Time is taken each day to discuss their child's experiences. Parents have contributed to the information kept on their child supporting their continuity of care. They are aware of the observations made on their children and their next steps are discussed regularly. The childminder has discussions with the children's other early years providers however this is an area that has not been fully developed to ensure that there is continuity for the child

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

The childminder has a sound understanding of child development and how children learn. She uses these skills to ensure that children are making good progress towards the early learning goals. She observes the children regularly and plans further activities to extend their knowledge and understanding. Observations made on the children are recorded in their records and shared with the parents.

Children are comfortable and at ease in the childminder's home. Children benefit from the positive interaction they have with the childminder. They sit and play together conversing with each other, the childminder asking open-ended questions encouraging children to think and contribute their own ideas. Young children's language is encouraged and supported by the childminder who talks clearly to them encouraging their vocabulary.

The childminder's knowledge of the individual child enables her to ensure children learn through their play. Children enjoy activities that encourage their individual development in many areas; they undertake puzzles appropriate to their individual stage identifying colours shapes and numbers. The children are confident and are

happy to engage in play themselves and also invite the childminder to play with them when they wish.

Children have a good balance of adult-led and child-initiated activities. They spend time on their chosen activity for instance, playing with small world resources or dressing up as space men, the childminder will then offer them other activities for instance going out to local amenities or to play in the garden.

Parents provide snacks and meals which the childminder stores appropriately. Children have access to drinks throughout the day to prevent them from becoming dehydrated. They are learning self care skills such as using the toilet and they wash their hands at appropriate times. Each day they access fresh air either on the school run, using the garden or on visits to local parks and other amenities.

Children feel safe and are confident with the childminder. They are aware of the rules for instance, when crossing the road and they practise the evacuation procedure ensuring they would know what to do if an evacuation was necessary. They respond well to gentle reminders to consider each other and they enjoy praise from the childminder building on their self-esteem. The childminder has strategies in place according to the different stages of the children she is caring for

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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