

Inspection report for early years provision

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Inspection date	12/01/2011
Inspector	Loraine Wardlaw
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 registered in 2010. She lives with her two adult children and one pre-school grandchild in the Shirley area of Southampton. The home is located very close to local shops, schools and amenities. The downstairs area of the home is used mainly for childminding, with one bedroom used for sleeping purposes which is located upstairs, along with the toilet facilities. Children have access to an enclosed garden for outside play. The family has a cockatiel.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of six children under eight years, of whom, three may be in the early years age group. When working with her daughter who is her registered assistant, the childminder may care for a maximum of eight children under eight years, of whom five may be in the early years age range. The childminder is also registered to provide overnight care for two children under eight years. She is currently caring for one early years child on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, homely, nurturing environment. Overall, their welfare and educational needs are generally well met by the understanding childminder. Young children enjoy stimulating play activities alongside sympathetic care and attention which engages and sustains their interest. The childminder is self-aware and evaluates and reflects on her practice to ensure there are good outcomes for children.

What steps need to be taken to improve provision further?

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

- obtain written permission from parents before administering medication to children and keep a written record of medicines given to children (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)
- 14/02/2011

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

- use the Early Years Foundation Stage guidance to enhance children's learning and development further with emphasis on expanding opportunities in knowledge and understanding of the world

- develop a system to work cohesively with other providers who also care for the children to be able to complement children's learning and development opportunities.

The effectiveness of leadership and management of the early years provision

The suitably vetted childminder ensures she has good policies and procedure in place to safeguard children. These are mostly self-devised and although understood by the childminder they have not all been fully implemented. For example, the newly registered childminder has not sought written permission from parents and recorded every medicine administered to children. This is a legal requirement. The childminder is clear about the signs and symptoms of possible abuse. She talks confidently about following her safeguarding procedures in the event of any child protection concerns. The childminder ensures that only vetted and suitable people, cleared by Ofsted can live on the premises. Children are supervised well by the childminder who has conducted and recorded risk assessments of her home and garden. Children benefit from the patient care and attention they receive from the childminder. The childminder organises her time and day to solely meet the needs of young children. She has deployed her indoor toy resources so children can freely access a range of learning and play activities in the living area. The kitchen table is used for art activities and children's work is displayed on the walls, giving children a good sense of belonging. Children enjoy daily exercise to and from pre-school as there is good emphasis on walking in the local urban environment. Suitable use is made of the garden, with regular trips to the local park.

The childminder evaluates her provision. She has a good knowledge of the strengths of her provision and has identified points for improvement such as attending courses for her professional development and promoting more aspects of knowledge and understanding of the world. As a recently registered childminder she has not yet recorded these priorities for the future. The childminder recognises that each child is unique and values the individuality of the children. She promotes equality and diversity through role modelling a good attitude with regards to challenging stereotypes and by welcoming all children into her care. The childminder builds communicative, open relationships with parents who value the service she offers them. Parents write positively and knowingly about the provision; they report their children are enthusiastic about being cared for by the childminder and feel very re-assured that their children are happy and settled. They report the bond shared between their child and the childminder is clearly visible. Excellent information is gathered when children commence at the setting and flexible care arrangements are in place. However, the childminder is not yet successfully working with other Early Years Foundation Stage practitioners who care for the children to further aid children's developmental progress.

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

Children are well-settled and happy in the company of the childminder. They build a strong relationship with her and are treated very much like a member of the family. The childminder relates well to children, interacting purposefully to develop their communication and language skills. They enjoy many conversations together and enjoy singing and reciting songs. For example, after being collected from their pre-school they walk home safely. They hold the hands of the childminder, try and remember the green cross code and sing a favourite song 'This old man he played one, he played knick-knack on my drum..' They are encouraged to problem solve during the song, saying what number comes next and to find other rhyming words. Children enjoy a varied range of play activities which effectively promote their all round development towards the early learning goals. However, there is less emphasis on some aspects of knowledge and understanding of the world such as ICT and communities. Although children have access to some resources which promote diversity these are mainly for the younger children attending.

Children are encouraged to draw their favourite TV character after looking at a picture of it, with, overall, good support from the childminder. They sit for a long period of time using paints and a small paint brush to colour in their drawing. Children demonstrate high levels of confidence and self-esteem which is promoted well by the childminder. For example, when the children first commence at the setting the childminder makes up positive, personalised song for the children. They pick up the tambourine and can quickly tap out the rhythm of the song and then go on to sing and tap expertly, with lots of positive praise from the childminder and visitor. Children enjoy healthy food choices at lunch time; there is good emphasis developing a healthy lifestyle. Children who are shy of walking and prefer the push chair are encouraged to walk daily, with regular visits to the local park. This results in a positive impact on their physical health and growth. Children follow the familiar hand-washing routine before they eat, using their own freshly laundered flannels and towels. The childminder tunes in to children's capabilities and achievements successfully. She identifies and implements their next learning steps into her practice, although she does not systematically use her Early Years Foundation Stage guidance as an effective tool to enhance her teaching and the children's learning.

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	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (records to be kept) 14/02/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (records to be kept) 14/02/2011