

Inspection report for early years provision

Unique reference number	EY413582
Inspection date	27/01/2011
Inspector	Alison Large
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 lives with her husband and young child in a house in the Totton area of Hampshire. All areas of the property, but mainly the ground floor are used for childminding and access to the premises is good. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder is registered to provide care for five children under eight. Two of these may be in the early years age group. She is currently minding one child in the early years age group. The family have no pets. The childminder has a relevant childcare qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm and welcoming environment where they are all included and valued. Children's welfare and learning are promoted successfully because the childminder gets to know each of them well and works closely with parents. This enables her to meet each child's individual needs. The childminder demonstrates a positive attitude to developing her practice and has started to identify areas to further enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop systems of observation, assessment and planning to fully support children's learning and development .

The effectiveness of leadership and management of the early years provision

The childminder is very caring and works closely with the children and their families. The good organisation of the childminder ensures that children are well safeguarded. The childminder is suitably vetted and ensures the children are always supervised. She has a good awareness of child protection issues and has a clear safeguarding children policy which informs parents of her responsibility to act on any concerns she may have about the children in her care. She ensures children's safety is fully promoted both in the home and when out on walks or trips. Risk assessments are conducted within the home and for outings to ensure hazards are minimised. As the garden is not suitable for use at present, the childminder ensures the children have plenty of opportunities to access outdoor

activities elsewhere. For example, they have daily visits to the local park and play areas. Equality and diversity is promoted well as all children are included and can take part in the activities provided.

Children develop independence as they select their activities from a good range of resources. Although there are no children attending with special educational needs or that use English as an additional language, the childminder is happy to discuss any concerns about development and work closely with parents to ensure the child's needs are met. The childminder works well with parents; she shares her policies and keeps parents well informed about their child's daily routines and achievements. She has started to complete the Learning Story for each child in the early years age group, which include photographs and some examples of their work. In the short time. Since registration, the childminder has been active in improving her practice; she has increased her knowledge of the Early years Foundation Stage and is attending training courses to keep her skills updated. She welcomes all children into the setting and ensures their safety and well-being are of a good standard.

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

Children thoroughly enjoy their time at the childminder's and make steady progress in their learning and development. She gets to know each child well and meets their individual care routines as preferred by the parents. She finds out about the children's interests and learning styles and provides a good range of activities which ensures that they make good progress in all areas of learning and development. The childminder makes good use of the local area and the children regularly enjoy trips to park, farm and childminder group, where they have opportunities to interact and socialise with other children and adults. The childminder has started to make observations and assessments of each child's progress and is beginning to identify the next steps in children's learning. She has identified this as something she would like to develop further as she gains in experience.

Children feel very safe and secure at the childminder's, due to the good attention given to them and their needs being well catered for. The childminder gets down on floor level to play with young children and she interacts with them well. Children's language is developing as they are encouraged to speak, and the childminder uses questions and discussion with the children to challenge their thinking. Children behave well, the childminder treats children with respect and uses lots of praise and encouragement to promote their self-esteem. The children learn about keeping healthy as they have many opportunities to be outdoors to get fresh air and exercise. The childminder promotes healthy eating and provides a range of healthy and nutritious meals and snacks for the children. Parents are kept fully informed of their child's routine and their learning and development through daily discussion. The childminder informally plans her day, adapting activities to meet each child's needs, whilst taking into account their age or stage of

development.

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