

Inspection report for early years provision

Unique reference number	EY415316
Inspection date	01/02/2011
Inspector	Jacqueline Munden
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 pre-school age child in Southampton, Hampshire. All areas of the childminder's home are used for childminding and there is a fully enclosed garden for outside play. Toilet facilities are available on the first floor and there are two steps at the entrance of the house. The family has a rabbit and a cat.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years, of which, two may be in the early years age group at any one time. The childminder is currently caring for four children, two of whom are in the early years age group.

The childminder 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 thrive in the safe and nurturing environment where most aspects of their health and learning are promoted successfully. The strong relationships forged with parents ensure each child's individual needs are met and they are fully included. This enables them to make good progress in their learning and development. The childminder has begun to reflect on her practice and has identified areas to develop, demonstrating a commitment to making continuous improvements to benefit children.

What steps need to be taken to improve provision further?

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

- obtain parental permission to seek emergency medical treatment and advice (Promoting good health). 07/02/2011

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

- further develop systems to ensure all aspects of the areas of learning are fully included outdoors to enhance children's development
- improve hand-washing procedures to fully promote children's good health.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as the childminder has a clear understanding of the procedure to follow should she have a concern regarding a child in her care. High regard is given to promoting children's safety. She and members of her household are suitably vetted; risk assessments are conducted within the home and for outings with effective measures being taken to minimise possible risks. The comprehensive range of policies and procedures, which are shared with parents, underpin her good practice. Most of the appropriate records and parental consents are in place although permission to seek emergency medical treatment and advice has not been obtained as required by regulation.

Children benefit from the clean, accessible and stimulating learning environment in which they play and explore. Equality and diversity is promoted well. For example, resources promote positive images of all people in society and some ensure all children can take part at their own development level. The childminder is knowledgeable about children's family backgrounds which ensures she fully supports their individual needs. Although there are no children attending with additional learning and development needs at present, the childminder is clear how she will support them. She liaises with other providers of the Early Years Foundation Stage to which children attend such as school teachers and nursery staff to ensure continuity of care. She works with other professionals involved in children's care such as social workers. The strong partnerships forged with parents from the outset benefits children. Regular discussions ensure information is shared with parents, who report they are extremely happy with the care their children receive. Detailed written records of children's progress are shared with parents who are regularly invited to be involved in their children's learning and to plan for the next stages in their development.

Although the childminder has only recently registered she shows a strong commitment to wanting to develop her provision. She is committed to improving her knowledge and her skills through attending training that she has booked to attend. Comments are sought from parents to ensure help her evaluate her practice.

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

Children feel safe and secure and flourish during their time with the childminder who shows a natural enthusiasm of working with children and helping them to enjoy and achieve well. She does this by providing a nurturing and stimulating environment in which she considers their needs and daily routines. Children engage in a wide range of interesting adult led activities, both in and outside the home. For example, visits to local places of interest such as the zoo where they learn about animals and a puppet company that run sessions for children. Here,

they develop creative skills as they sing and dance and use various materials to make objects such as toys and instruments. The childminder extends these ideas at home, offering children opportunities to consolidate and further develop their learning and experiences. For example, children concentrate well as they enjoy making cotton reel pom-poms. They carefully select the colour of ribbons they want, use pincer movements with their fingers to poke the ribbon through the small holes and learn, under the guidance of the childminder to tie knots to fasten the ribbon. Younger children are included at their own level of activities for example; they explore the tub of assorted buttons used for threading.

Children equally enjoy initiating their own ideas as they select from the wide range of resources available, many of which promote diversity. For example, small world figures of people with disabilities are used in imaginary games. Children develop good use of language and vocabulary due to childminder's effective interaction. Some begin to learn about letter sounds and rhymes as they look at books. They develop good use of numbers and counting as they play games such as dominoes. These activities help children learn good skills for the future. As does the use of computers and age appropriate games which help children to develop their skills with the mouse and keys. Children are confident and independent. They respond well to the childminder's encouragement and effective strategies to encourage their good behaviour and co-operation. For example, they happily help to tidy away the building blocks as they are asked to see if they can find all the pink ones. They are polite and kind with each other as they learn to share and take turns with toys.

Overall, children are learning about healthy lifestyles well. They have some opportunities to play and learn outdoors although all areas of learning are not always planned to ensure this all year. They develop physical skills as they play on swings in the garden and use resources such as water and sand in fine weather. Indoors, children jump and stretch their bodies as they reach for the bubbles the childminder blows for them. Children learn about healthy foods that are good for them to eat and are starting to follow effective hygiene routines to help them keep well. However, they are not always encouraged to wash their hands before eating. Children are developing an understanding of keeping safe as they take part in fire drills and learn to cross roads safely. Children are gently reminded to sit on chairs and to walk indoors to prevent accidents.

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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