

Inspection report for early years provision

Unique reference number	EY409454
Inspection date	30/11/2010
Inspector	Penny Wood
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 three children aged one, three and 12 years old in the Woolston area of Southampton. The whole of the ground floor is available for childminding and this includes a dedicated playroom. There is a fully enclosed garden for outdoor play. The childminder walks and drives to local schools and pre-schools.

The childminder is registered to care for a maximum of four children under eight years, of whom, one may be in the early years age range. She currently has one child on roll aged 3 years old. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and at ease within the childminder's home from home provision. They enjoy a wide range of activities, which encourage them to fulfil their learning potential. The childminder promotes inclusion well and works effectively in partnership with parents to ensure children's individual needs are met. The childminder has taken positive steps to establish her provision, with most of the requirements put in place, demonstrating a good capacity to improve.

What steps need to be taken to improve provision further?

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

- obtain written parental permission for the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 14/12/2010

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

- provide a wider range of resources. which depict positive images of people from different cultures and disabled people.

The effectiveness of leadership and management of the early years provision

The childminder has a thorough knowledge and understanding of child protection policy and procedures to enable her to safeguard children if required. The home is maintained in good condition, with robust procedures in place to reduce hazards to children. For example, the use of stair gates restricts children's unsupervised access to hazardous areas such as the stairs and the kitchen. The childminder is vigilant in risk assessing the home and takes positive action to ensure children's safety. For example, the childminder has reviewed how to come down the stairs safely with three young children at once. She uses her space well to provide children with a variety of activities. Children enjoy access to a designated playroom, where they are able to make choices from the wide range of available toys and resources, all of which are in good condition and checked for their suitability for children's use.

Robust procedures are in place to promote children's good health. For example, she encourages children to eat healthy snacks and ensures they benefit from regular physical exercise. Most health documentation, such as the accident and medication records, is in place. However, the childminder does not gain specific written consent from parents to seek further professional advice or treatment for children in an emergency to ensure she acts in accordance with their wishes at all times. This is a breach of a specific legal requirement.

The childminder has established good working relationships with parents. She ensures they receive clear information about what children have been doing and the progress they are making. Parents receive copies of the childminder's policies and procedures giving them an insight into her role and responsibilities. The childminder works well in partnership with the other settings that children attend. They share information relating to children's abilities and stages of development, supporting children to reach their full potential. Very good strategies are in place to encourage children's acquisition of the English language. The childminder reinforces children's language development well, introducing children to new words and repeating words to ensure children understand.

The childminder evaluates her provision well, ensuring that most aspects are in place since being registered. She makes good use of available training, with plans in place to extend her knowledge of childcare through future training opportunities. She attends sessions with other providers where she is able to gain further knowledge of childcare, which she is able to use to inform her practice and influence her developing provision.

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

Children are settled and at ease within the childminder's care and are growing in their independence. They benefit from the wide and varied range of opportunities they experience, which promote their learning across all areas of development. Children are developing a good sense of belonging and an understanding of others needs. However, the range of resources that depict positive images of culture and disabled people are not readily available to allow children to learn about differences naturally through play. The childminder provides activities that are fun, which ensures children are keen and eager participants. She has a good understanding of the individual child and their stages of development and prioritises specific areas to develop, such as their emotional and social development. For example, the childminder takes children to toddler groups and pre-schools where they are able to play with children of similar ages and develop their social skills. The childminder is developing her monitoring systems to ensure she is able to track children's progress and she shares children's achievements with parents.

The childminder provides children with activities that are fun. For example, at snack time children have to guess which fruit or vegetable is hiding in a bag before being revealed. Children then enjoy eating the fruit or vegetables. The provision of healthy snacks encourages children to enjoy a nutritious diet. Children practice good hygiene routines during the day. They regularly wash their hands, which limits the spread of germs and infections. Children are physically active and enjoy opportunities to play in the garden and to visit local venues, such as country parks. On outings the childminder encourages children to develop an awareness of safety, particularly when crossing the road. They are beginning to develop an understanding of the action to take in an emergency, for example, by practising the fire evacuation procedure.

Children happily take part in dough and gluing activities where they develop their small muscles as they manipulate the dough and use glue sticks. The childminder ensures such activities are well resourced allowing children to make choices within their creations. Children are also able to make choices within the playroom, which promotes their independence and creativity. They enjoy jigsaw puzzles, which the childminder ensures are suitable for their abilities. When they complete the puzzle they receive lots of praise and encouragement, which boosts their confidence and self-esteem. Children play well alongside each other with the childminder encouraging children to share and take turns.

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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