

Inspection report for early years provision

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Inspection date	16/02/2011
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.

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 1989. She lives with her two adult children in the North Baddesley area of Southampton. All areas of the property except two bedrooms are used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding five children in the early years age range and three after school; all attend on a part time basis. The childminder walks or drives to local schools to take and collect children. The family have a pet cat.

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.

The children's individual needs are met due to the childminder's 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, although she does not formally monitor their progress. This is a fully inclusive setting where all children feel valued and included. The childminder monitors her provision and makes adjustments to her practice for the benefit of the children. She attends courses to ensure her skills and knowledge are kept up to date. Children's independence is supported in most areas.

What steps need to be taken to improve provision further?

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

- maintain assessment records to effectively measure children's progress in learning and development across all areas of learning
- develop the organisation of the learning environment to enable children to select and use activities and resources independently.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well; the childminder has undertaken training in this area and has procedures in place to ensure the children are safe at all times. She is fully aware of the procedure to follow if she had a concern about a child in her care. Risk assessments are in place for all areas the children use, both inside and outside the home. There is an effective fire procedure in place that the children are familiar with.

This is a fully inclusive setting where the children's differences are fully acknowledged. Activities are differentiated and children are consistently supported in their learning. They learn about their own and other cultures through activities and discussions.

The childminder continually updates her knowledge and understanding of the early years by attending a range of courses to develop her knowledge and skills. This enables her to evaluate and develop her practice and improve the outcomes for children. Recently she has increased her provision of art and craft materials, to benefit children's creative and physical development.

There are a wide range of resources that are suitable for children's ages and stage of development in the home and garden; however, these are not displayed in a manner that encourages children to self-select. The resources on display are ones the children are interested in and that 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.

The childminder has good relationships with parents and other providers involved in the children's care. Parents are aware of the observations made on their children and their next steps are discussed regularly. Daily discussion takes place to ensure that both parties are fully aware of the experiences the children are having, promoting continuity of care. Parents value the care and experiences their children receive at the childminder's. Good quality information is exchanged with the children's other early years providers to ensure continuity of care and education.

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 make 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 individual learning journeys; however, tracking of their achievements is not fully in place to ensure that there is a balance across all six areas of learning.

Children are comfortable and at ease in the childminders' home. Children benefit from the positive interaction they have with the childminder. They sit and play together, conversing with each other. The childminder asks open-ended questions to encourage the 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.

They learn about numbers through songs and the positive interaction of the childminder, who encourages their counting at incidental moments; for instance, how many slices of cucumber they want at snack time or how many trains there

are.

The children are confident. They are happy to engage in a range of play on their own and are skilled at imaginary play. At times they invite the childminder to play with them; for example, they her to go on the pretend train with them to look for seagulls at the coast.

Children are learning about healthy lifestyles and have access to fresh air each day. They visit local amenities, often with other children, where they learn to socialise with children of similar ages. They choose what to have for snack and lunch and older children help to prepare it, cutting up vegetables and making sandwiches.

They demonstrate that they know about safety, as they play a game that involves crossing the road using a stop sign they have previously made. They know the routine of the day, readily washing their hands at the appropriate times. They go to the childminder for cuddles or when they want the sharing rules enforced, knowing that she will respond positively to them. There are resources in place to help them become independent in the bathroom, each child has their own towel giving them a sense of belonging and to minimise any cross infection.

Children behave well and respond well to the childminder's calm and consistent manner. She encourages children to learn good manners, reminding them to say 'please' and 'thank you'. They learn to care for each other, with gentle reminders to share and take turns. The childminder focuses on the positives, praising and encouraging the children to build on their self- esteem.

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	3
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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