

Inspection report for early years provision

Unique reference number	EY422641
Inspection date	25/08/2011
Inspector	Dinah Round
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.

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Description of the childminding

The childminder was first registered in 2011. She lives with her partner and adult daughter in the Totton area of Southampton, Hampshire. The premises are easily accessible and the ground floor is used for childminding, with sleep and toilet facilities upstairs. There is a fully enclosed garden for outside play and the family have rabbits in hutches in the garden.

The childminder is registered to care for a maximum of three children at any one time, of who three may be on the Early Years Register. She is currently minding two children in this age group. She also offers care for older children aged over five years to eight years. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed into a friendly and relaxed environment. The childminder has a clear understanding of children's individual needs through liaising regularly with parents. Children are provided with a sufficient range of play activities which generally help support their learning and development. Although, at times space, resources and play activities are not effectively organised to fully extend children's play and learning experiences. Children's health and welfare is generally suitably supported. The childminder has a positive attitude to the ongoing development of her provision and has started to reflect on some aspects of the service she provides for children in her care.

What steps need to be taken to improve provision further?

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

- maintain consistent hand washing routines to teach children good habits and promote their good health
- review organisation of resources so they are more accessible for children, and make greater use of the outdoor play space to maximise children's learning and enjoyment
- extend the play activities and learning experiences to further challenge all children to take the next steps in their learning.

The effectiveness of leadership and management of the early years provision

The provision is generally well organised, with the required records, policies and procedures in place to help support children's health and safety. Detailed risk assessments are carried out for all areas children come into contact with, and for any outings to help identify and minimise potential risks to children. For example, the childminder completes a pre-visit to any venues she plans to take children so she can assess any potential hazards and adapt the outing to suit the needs of children in her care. This helps to keep children safe and secure when out and about. Appropriate levels of safety equipment are put in place to make sure that children can move around safely in their play. Children's welfare is suitably promoted because the childminder has a satisfactory understanding of child protection issues and the procedures to follow in the event of concerns about a child in her care.

Children are provided with a reasonable range of clean toys and play equipment including some resources that reflect positive images of other cultures to help raise children's awareness of diversity. The childminder uses picture cards to show children what toys are available and gets a selection of resources out on a daily basis. However, opportunities for children to independently make choices about their play and freely access resources are not maximised. Children are taken on regular outings and have some access to an outdoor play space, although only at set times, which impacts on children's enjoyment. The childminder has only recently started caring for children and recognises the importance of continuing to develop her childminding provision. She continues to reflect on the service she provides for children, for example, purchasing new play equipment to expand her resources. The childminder links with her early years advisor for advice and support to help her improve outcomes for children.

The childminder has developed a positive relationship with parents; they comment that she is friendly and approachable. The childminder gains information from parents about children's individual needs, likes and dislikes to help her support children during the settling-in process. There is a regular exchange of information with parents through daily informal discussion, and copies of photographs of the children involved in play activities are given to parents on a disc. This provides parents with adequate information on their children's well-being and development. Parents are provided with information about the childminder's policies and procedures, and contracts are completed so parents are clear about the business arrangements. The childminder has developed links with other early years settings that children attend, via the parents, to help her promote continuity of children's care and well-being.

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

Children are happy and settled and relate well to the childminder. They confidently approach the childminder when they need support, as they can be assured of a warm and friendly response. The childminder balances her attention well so that all children feel valued and included. Children are provided with a satisfactory range of play activities and experiences which keep them sufficiently occupied. The childminder possesses a developing knowledge of the Early Years Foundation Stage framework's learning and development requirements. She has introduced some systems of observational assessment to help her monitor children's progress and support their development. However, at times children lose interest, as some activities are limiting and do not provide sufficient challenge. This impacts on children's learning and development. In the main, children know how to behave, and the childminder provides gentle reminders of the importance of sharing and thinking of others. For example, when two children want to colour pictures in the same book, the childminder suggest turning the book round so they can share the book and both colour in their chosen picture. Children receive regular praise and encouragement from the childminder, which helps to build their confidence and self-esteem.

Children are generally able to move around freely in their play. Children's communication and language is suitably supported, as the childminder gets involved in their play and promotes conversation. Children have some access to play equipment and resources that introduce them to size, shape and matching. They enjoy creating necklaces and bracelets from the different chain-link shapes, although younger children find the activity a little difficult. Children learn about their local environment through frequent visits around the community, for example, they are taken on a bus ride to a local marina where they observe how a lock works to enable a boat to travel through the different levels of water. Children use their imagination well during the various role play activities provided, such as when playing shops and pretending to feed their babies a bottle. They have some access to creative play through planned activities, such as painting, cooking activities and collecting leaves to make a collage for their individual place mat.

Children's health and safety is suitably supported. They learn about keeping themselves safe through the gentle reminders given by the childminder during their play and by being taught road safety when out and about. Children are generally helped to develop awareness of the need to follow positive hygiene practices. However, some routines are not consistently maintained, as children do not wash their hands before eating their snacks. The childminder obtains information about children's individual dietary needs so that children remain healthy. Children enjoy regular trips to the local park where they have opportunities to access large equipment, which helps to promote their physical 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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