

Inspection report for early years provision

Unique reference number	EY277149
Inspection date	15/11/2011
Inspector	Lilyanne Taylor
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 registered in 2004. She lives with her school age daughter in a mid terrace house situated in a residential area of Maybush, Southampton. The whole house is registered for childminding and there is a fully enclosed garden for outdoor play. The premises are in close proximity of schools, shops and parks. The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. During the day her registration allows her to care for a maximum of three children at any one time all of whom may be in the early years age range. Overnight she is registered to care for a maximum of two children at any one time all of whom may be in the early years age range. Currently the childminder has three children on roll of these two are in the early years age group and attend part time. The childminder is a member of the National Childminding Association's Childminding Network Children come first Quality Assurance Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are given a warm welcome, valued as individuals and made to feel part of the family. Through a wide range of daily activities children are making good progress in most aspects of their learning. Effective partnership working with parents enables all children's individual care, learning and development needs to be continually met. The childminder attends regular training to update her knowledge and skills for the benefit of the children, and to drive continuous improvement.

What steps need to be taken to improve provision further?

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

- extend the learning children gain while participating in activities such as cooking so they gain knowledge and understanding of the changes that occur

The effectiveness of leadership and management of the early years provision

The childminder has sound knowledge of the procedures she should follow should she have any concerns with regards to children's welfare. She shares her written safeguarding policy with parents so they are aware of the duty and responsibility she has to protect children in her care. Arrangements the childminder has in place to cover her absence in the event of an emergency ensure children are always cared for by suitable adults. The childminder is able to assure children's safety at all times through her constant supervision and the risk assessments she conducts

for the premises indoors, outdoors and all outings.

All required documentation is in place and exceptionally well organised. The childminder has created a range of well written policies and procedures to support her practice. She shares these with parents and requests they sign their acknowledgement to having read and agreed them. As a result they are fully aware of how their children will be looked after. The childminder is committed to enhancing the provision she provides. She has successfully addressed all recommendations from her last inspection and is effectively putting the knowledge she has gained through training into practice. This is having a positive impact on the outcomes provided for children.

The provision is well organised. Resources available support all aspects of children's learning and are maintained in good condition. All are stored at low level and the majority of them are clearly labelled with a picture and the written word. This enables all children to make an informed independent choice of what they play with.

Through self evaluation the childminder is able to identify her strengths and the areas she wishes to develop. Her plans for the future are well targeted and include attending further safeguarding training to ensure her knowledge in this area remains up to date.

Children are beginning to learn about diversity in the world in which they live through discussion, activities and resources that provide positive images of difference such as books, posters and small world toys.

Children benefit from the clear lines of communication the childminder has with their parents. She uses the information shared to adapt routines and plan activities that support and meet all children's needs. Parents are kept very well informed of how their children have spent their time, the care they have been provided and any achievements they may have made through their play. Written learning stories show parents the progress their children are making across the six areas of learning. The childminder seeks out parents' views as a way of evaluating her provision to ensure she is continually meeting their needs and those of their children. All parents express high levels of satisfaction with the way in which their children are cared for and how their learning and development is supported. At this time the childminder is the sole carer for children. However, she is aware that should this change a system for liaising with other providers delivering the Early Years Foundation Stage needs to be in place to ensure children's progression and continuity of learning and care.

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

The childminder makes full use of information gained from parents; information she gains is used alongside her own observations to provide for children's next steps of learning which are incorporated into her future plans. As a result children are making steady progress in all areas of their development. Good quality

interaction and well organised routines help younger children to become secure and confident in the setting. Children learn to be independent as they make choices of what to play with. They learn to share toys, use good manners and respect others.

Children show they have a good relationship with the childminder and thoroughly enjoy her joining in with their play; while throwing and catching a ball together children's laughter and giggling can clearly be heard. The childminders effective verbal interaction is supporting children to develop their language and communication skills. Children are confident in asking the childminder for support and learn through watching. For example when they are unsure of how to ride a scooter the childminder role models to them what they need to do which they then copy.

Children are encouraged to count incidentally throughout the day and this is incorporated into activities such as getting ready to go outdoors. Children are developing their self help skills and with minimal support are able to put their own shoes and coats on.

Children show an interest in exploring how musical programmable toys work and the sounds they make; they are able to switch toys on and off and push buttons in response to the instructions they hear. Children enjoy participating in a range of craft activities such as cutting, sticking and painting and are proud to show others their work that is displayed. Children have some opportunities to engage in cooking activities such as making cakes. However, the learning they gain from this is limited; they use a spoon to stir the ingredients but do not have any discussion about the changes that occur during the making and cooking process.

Children spend time out in the fresh air daily. They play in the garden and enjoy walks around the local area and visits to the park. They are encouraged to think and talk about what they see and hear which increases their knowledge and understanding of the world in which they live. Children are learning how to keep safe indoors and outdoors. The childminder talks to them about road safety and stranger danger and they practise the procedures for evacuating the premises in an emergency.

Children are encouraged to follow good hygiene practices and are becoming aware of what constitutes a healthy diet. Through discussion they are beginning to gain knowledge of the adverse effect some foods can have on their bodies.

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	3
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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