

Inspection report for early years provision

Unique reference number	EY428283
Inspection date	13/12/2011
Inspector	Loraine Wardlaw
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 has been registered to care for children since 2011. She lives with her husband and two school age children in a house in the Weston area of Southampton which is close to local schools and shops. All areas of the property are used for childminding and there is a fully enclosed garden for outdoor play. The family has a dog and a rabbit.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is registered to care for a maximum of four children under eight years. Of these, two may be in the early years age group at any one time. The childminder is registered to work with an assistant and when doing so, may care for a maximum of six children under eight years, of whom, no more than four may be in the early years age group. There are currently eight children on roll in the early years age range. The childminder is registered to provide overnight care for two children under eight years. 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 satisfactory.

Children are happy and feel safe in a caring, home from home environment. The sympathetic and understanding childminder suitably meets children's welfare and learning needs. Her partnership with parents regarding their developmental needs is an area for development. Children enjoy a range of different play activities that cover different areas of learning. However, the childminder lacks some knowledge of developmental stages and effective practice within the Early Years Foundation Stage. This hinders children's rate of progress, particularly regarding communication and problem solving. A key strength of the setting is the good emphasis on being healthy. The newly registered childminder has started a process self-evaluation to support her continuous improvement but systems are in their infancy.

What steps need to be taken to improve provision further?

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

- interact purposefully with children to extend their learning, with particular emphasis on developing communication, language for thinking and problem solving and reasoning skills
- increase knowledge of development matters and effective practice to successfully plan adult-led learning activities for young children
- develop the partnership with parents to work collaboratively on children's learning and development matters

The effectiveness of leadership and management of the early years provision

There is appropriate emphasis on safeguarding. The childminder has a sound understanding of the procedure to follow in the event of any child protection concerns and is aware of some of the signs and symptoms that may give cause for concern. She carries out and documents risk assessments on the home and garden to safely maintain areas that the children use. The childminder and her assistant supervise children appropriately and give them lots of attention. Children's health and welfare records are up-to-date and suitably maintained; these include accident records and parental consent forms. Children enjoy a suitable range of age-appropriate toys and there is plenty of space for children to move around freely. Colourful child-friendly storage units house the resources so children can independently access them. The childminder makes use of local community facilities, parks and her back garden to promote children's health through physical play and exercise in the fresh air.

The childminder has started to reflect on her practice and includes parents and children in her evaluations. She is keen and ambitious to drive improvement; she has recently commenced a National Vocational level 3 Qualification in early years. The childminder recognises that each child is unique. She promotes equality and diversity through finding out about family customs, beliefs, celebrations, hair and skin care and dress code to meet children's individual needs. Regular communication takes place between the childminder and their parents to provide effective continuity of care. Parents write positively about the childminding service but opportunities to share two-way observations of children's capabilities and to discuss their next learning steps are not fully in place. The childminder has good partnerships with other professionals. For example, a Portage worker visits and they work collaboratively together to support children with special educational needs and/or disabilities.

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

Children feel settled and secure in the homely environment. They happily select play activities and toy resources of their choosing, which suitably promote independence and the six areas of learning. For example, the childminder provides interesting potato flakes in a tub with different utensils for children to explore. Children contently engage in experimental play and use tools appropriately, developing their physical skills. The childminder is caring and attentive to children during their play but she is not suitably skilled at interacting purposefully to build on what children know and can do. This is because she does not confidently model new vocabulary and use language in different situations to aid communication. Nevertheless, the childminder's assistant is more skilled in this area of practice. Children have opportunities to count and problem solve. However, because the childminder lacks a suitably secure knowledge and understanding of the Early

Years Foundation Stage developmental matters which lead to the early learning goals, her practice is not pitched at children's individual level. This particularly relates to the aspect of numbers as labels for counting.

Two-year-olds enjoy looking at books with the childminder and become excited pointing out and naming recognisable pictures. The childminder has recorded some observations of the children at play. However, she is not successfully analysing these observations to plan effective adult-led activities or purposeful routines with good learning aims. The childminder adequately meets children's nutritional needs and healthy lifestyle. They enjoy eating fruit while they sit at the table mid-morning, with water to drink; they often pick up their cup to drink when they feel thirsty. The childminder provides good home-cooked meals with produce that she often grows in her vegetable plot. Children love to dig up the potatoes and carrots and are much more inclined to eat the foods they have helped to grow. Children behave in a safe manner and are encouraged to tidy up the toys with the childminder. They receive suitable amounts of praise and encouragement during their play activities. Children take part in regular fire evacuation procedures to help them learn how they can keep safe in an emergency. The childminder provides toy resources that cover the diverse society in which they live for children to play with.

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	2
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	2
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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