

Inspection report for early years provision

Unique reference number	111113
Inspection date	14/12/2011
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 1996. She lives with her husband in a residential area in Locks Heath, on the edge of east Southampton. The house is close to pre-schools, schools, shops and a park. The childminder is registered to care for a maximum of six children under eight years. Of these, three may be in the early years age group. The childminder is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is currently caring for one child in the early years age group on a part-time basis. The childminder is a member of the National Childminding Association and she attends the local parent/toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have warm relationships with the childminder and are suitably included and cared for so that their individual needs are soundly met. They make satisfactory progress in their learning and development using the basic resources available for current developmental stages of babies and children. The childminder undertakes some observations on the children but these are not used effectively to plan further activities. Children are closely supervised for safety, although their understanding of person hygiene routines is not well supported. Communication with parents is sound but not well developed to enable parents to regularly review and contribute to their children's progress. The childminder has started to evaluate her practice and demonstrates suitable capacity to maintain continuous improvement in outcomes for children.

What steps need to be taken to improve provision further?

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

- improve children's understanding of healthy practices through modelling and explaining regular, hand-washing routines
- increase knowledge of the early learning goals so that activities planned incorporate all the areas of learning and knowledge of children's achievements, as gained from observation
- develop the resources and learning environment to enable babies and young children to progress with their development by being active and interactive and to improve their skills of coordination, control, manipulation and movement
- develop systems to enable parents to review their children's progress regularly and contribute to their learning and development.

The effectiveness of leadership and management of the early years provision

Children enjoy themselves at the childminder's home. They have close relationships with her, enjoying cuddles with her. Her knowledge of the Early Years Foundation Stage framework is growing but is not extensive. Observations taken on the children are linked to the six areas of learning. However, these are not well used to assess or to plan further activities to ensure their learning needs are consistently met. Progression of their learning is satisfactorily supported through the day-to-day routine and incidental activities that take place. The childminder's individual knowledge of each child enables her to suitably support their learning through their play.

Children are offered a sound balance of adult- and child-led experiences. They attend groups, where they learn to socialise with other children of a similar age. While in the home, they are encouraged to self select from the appropriate resources that are on display. The childminder sits with the children, supporting their development. For example, she shows them a balloon and very carefully introduces it to a child who is, at first, resistant to touching it. However, she builds their confidence up so they touch it and laugh; she bounces it upwards and they follow where it goes. She plays peek-a-boo with it, until they are both laughing. They gurgle at her and she responds with speech. She asks open ended questions, such as, 'Where has it gone?' 'Are you going to find it?', encouraging their exploratory skills. All of this teaching soundly helps children to develop skills for the future.

Children gain a satisfactory understanding about the importance of healthy lifestyles. The physical development of young children is soundly encouraged. The childminder holds them up as they attempt to walk around and carefully watches over them as they use the walker to go across the room. Children beam with pride as they make it across the room safely. The childminder warmly praises them, promoting their self-esteem. Parents currently provide all the food and drink for their children. The childminder ensures that these are stored correctly and given to children at the correct time and temperature; as a result she is ensuring continuity of children's care. However, it is not part of young children's routine to have their hands washed before eating to help promote their understanding of personal hygiene routines.

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

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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

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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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