

Inspection report for early years provision

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Inspection date	20/04/2012
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 registered in 2011. She is registered to work in the bungalow of her co-childminder, which is located in a residential area of Bitterne, Southampton. All areas of the bungalow are used for childminding and there is an enclosed garden available for outside play. The premises are within walking distance of shops, parks and schools. The household keeps three cats as pets.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. When working alone, the childminder is registered to care for a maximum of six children under eight years at any one time; of these, no more than three may be in the early years age group. When working with another childminder, she may care for a maximum of 10 children under eight years at any one time. Of these, no more than five may be in the early years age group. The childminder currently cares for 10 children in the early years age group on a part-time basis. The childminder holds a National Vocational Qualification at level 3 in children's care and education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel safe, secure and happy in the company of the newly registered childminder. The childminder utilizes her past knowledge and skills in childcare to successfully meet the needs of children. Overall, children are making good progress in their learning and development because the childminder tunes in to each unique child and builds on their knowledge and skills. A key strength of the provision is the good relationship the childminder has with parents. The childminder is very self-aware and effectively plans for continuous improvement through her development plan.

What steps need to be taken to improve provision further?

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

- extend the support for children to recognise numerals as labels.

The effectiveness of leadership and management of the early years provision

The suitably vetted childminder places good emphasis on safeguarding. She has a secure understanding of the issues and demonstrates confidence, should she need to carry out her child protection procedure. The childminder completes risk assessments of the premises, garden and outings with her co-childminder to help

to ensure potential hazards are minimised for children. She is vigilant about the children's safety. Together with the co-childminder, she plans the indoor environment. Children can, mostly, access a varied range of play and learning resources independently. This is from photographic labelled boxes in the playroom and a few learning areas set out in the living room. Good use is made of the outdoor, undercover area on a daily basis, which ensures children reap the benefits of play in the fresh air. Other outdoor activities to promote physical play, such as park visits, walks and community activities, take place regularly. Evaluating her childminding practice is an integral part of the childminder's work. She is keen and eager; she reflects on the provision she offers and has many ideas for improvement. The well-qualified and experienced practitioner has attended many short courses to enhance her skills, such as 'Makaton' and 'Schemas'. A recent course on 'The Family Child Care Environment Rating Scale' has helped her to evaluate the environment and play resources. It has brought forth further thoughts on developing her practice, which she plans on implementing in the near future. The childminder has a strong partnership with children's parents. She communicates effectively with them, giving them her time and attention at the end of the children's day. She offers parents and children, who attend on an 'ad hoc' basis, play dates which contribute positively to this continuity of partnership. The childminder promotes inclusion matters, such as the sharing of cultural foods and key words of children's home language. She is active in promoting equality and diversity; this includes ensuring play resources cover various cultures and abilities. The childminder works closely with other settings who also care for the children. For example, she spends time in their pre-school, shares each child's 'learning journey' with them and implements good practice observed into her childminding setting. For example, she introduced a photographic, self-registration for children.

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

Children demonstrate that they have a clear sense of belonging to the setting; they are confident and very happy. They know the rules and boundaries and behave very well. This is facilitated by the childminder genuinely praising them in their achievements and giving them fun rewards, such as stickers. She is also a good role model to children, promoting manners and kindness. Children are engaged in a varied range of play and learning activities, which promotes all areas of learning and captures their interests. They have built a good relationship with the childminder and look to her for the good, warm, support and encouragement, which they know they will receive. Children clearly enjoy their time with her; this is because she is knowledgeable about learning and development matters and interacts with them purposefully to build up their ideas and skills. Together they have fun in their play activities, whether it is splashing about and exploring the water in the tray outdoors or playing the musical instruments indoors. The childminder is careful to respect and embrace the differences that each one of the children has. For example, children take part in food tasting activities during the Chinese festival at the new year and Indian festivals. The childminder is careful to promote children's communication skills and language. For example she introduces Makaton and new vocabulary to three-year-

olds, such as 'udders' when children play imaginatively with plastic farm animals. With babies during an interactive nappy change, she notices their words and vocalisations and sings the 'I love you' song, followed by 'Baa baa black sheep'. The childminder encourages older children to count and to problem solve but there is less emphasis on the recognition of numerals. Although, overall, the childminder has a good observation and assessment system, she does not track children's progress in all aspects of the areas of learning. Overall, most of children's next learning steps are clearly linked to the setting's planning. Children develop a healthy lifestyle through daily, physical exercise and the promotion of healthy eating through nutritious snacks and regular drinks. Children understand the hand washing routine; babies promptly and instinctively rub their hands together when liquid soap is applied to the palms of their hands. Photographic notices are displayed in the bathroom to promote healthy practices. Babies are kept safe by the vigilant attention paid by the childminder. For example, when they climb into a child-size plastic chair, she places it against a wall so they do not topple it over.

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	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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