

Inspection report for early years provision

Unique reference number	EY440063
Inspection date	20/06/2012
Inspector	Jacqueline Munden
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 2012. She lives with her husband and their two children in Southampton, Hampshire. The childminder's mother-in-law and brother-in-law also live on the premises. Childminding mainly takes place on the ground floor of the house where toilet facilities are available. There is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register, and on both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of two children aged under eight years at any one time. Of these, one may be in the early years age group. There is currently one child on roll who is in the early years age group. The childminder supports children who learn English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children are welcomed into a safe and caring environment. The childminder forms strong links with parents to help her meet children's individual needs. Some planned experiences help children make suitable progress in their learning and development. However, children's developing use of English, and their understanding of keeping healthy and of the natural world is not fully supported. The childminder has begun to reflect on her practice and has some plans to drive improvements.

What steps need to be taken to improve provision further?

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

- provide further appropriate play and learning experiences outdoors to encourage children's interest and curiosity of the natural world
- make sure children's developing use of English and other languages support each other, for example, by using the Department for Children, Schools and Families guidance 'Supporting children learning English as an additional language'
- increase children's awareness of keeping healthy and the factors that contribute to maintaining their health, including adopting appropriate hand washing procedures

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of safeguarding children in her care. She closely supervises children and ensures adults in the home are appropriately vetted. The childminder is clear about the procedure to follow should she have a child protection concern regarding a child in her care. She conducts risk assessments for the home and outings which help to minimise possible risks. For example, the outdoor hot tub in her garden is securely fenced to prevent children accessing it. All required records for the safe and efficient management of the provision are in place and shared with parents. Overall, the childminder promotes children's health appropriately. However, sharing of hand towels to dry their hands does not prevent the risk of cross infection. The childminder's home is bright and clean. Indoors, the areas for play are accessible allowing children to move freely as they play. The childminder uses her garden to provide some areas of learning, such as sand play. However, best use is not made of it to help children learn about the natural environment. The childminder is beginning to identify areas of her provision she wishes to develop, such as providing more role play equipment. Parents' views help her evaluate her provision. This demonstrates a positive approach to continuously driving improvements.

The childminder promotes equality and diversity appropriately through her positive attitude. A suitable range of accessible resources are provided to meet children's developing needs. Some toys and books promote positive images of different people in society which help children learn about diversity. Strong partnerships are forged with parents that help the childminder to meet each child's needs. The childminder is Polish and is able to use the home language of the children that attend at present. This has a very positive impact on their sense of belonging and helps them to settle quickly. However, only a few opportunities are provided through day-to-day routines and planned activities to support the children to learn English. Parents report they are very happy with the care their children receive and feel they make good progress. The childminder uses effective systems to share information with parents on a regular basis. Parents are fully involved in their child's learning as they contribute to the planned next steps the childminder uses to help children make progress. There are no children attending other providers of the Early Years Foundation Stage at present. However, through discussion, the childminder explains how she will liaise with them to provide continuity in children's care.

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

Children are happy, settled and form strong bonds with the caring childminder. This helps them to feel safe and secure. The childminder makes sure children are

included and can take part. For example, chunky, easy grip paint markers mean young children can take part in creative activities. Dual language books in children's home language are provided and their own cultures are recognised such as celebrating the Polish Mother's and Father's Days. This helps children to feel included and valued. The childminder communicates with the children in their home language as they play. Children respond confidently to her and answer her questions. For example, they name the colours of the toys they play with. However, the childminder does not make sure children's developing use of English and other languages support each other sufficiently.

Overall, children make satisfactory progress. The childminder makes observations of their development and identifies the next steps in some areas of their learning. She plans a small number of activities to help children reach the planned next steps, such as counting. For example, children enjoy cooking cakes to celebrate Mother's Day. They develop coordination as they stir the ingredients and spoon the mixture in to the individual cases. They are beginning to use numbers as they count the cakes they make. In the childminder's home children use their imaginations as they move freely around selecting activities they wish to take part in. For example, they take model vehicles out to the sand tray making road tracks and hills to go up and down. Children excitedly chase the bubbles, reaching and clapping their hands to burst them.

Children develop satisfactory skills for the future as they use some toys and books with buttons and switches. For example, children play shops with an electronic cash register. They are encouraged to be kind to others and take turns with toys. Children are learning good ways to keep safe. They follow procedures and routines, such as taking part in fire drills, and learn how to cross the road safely when out walking. Children learn about foods that are good for them and benefit from time spent outdoors in fine weather. However, the childminder does not always remind children how hand washing will help them to keep healthy. Children benefit from a few outings to the park to feed the ducks and to an indoor soft play area where they develop physical skills.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	2
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----