

Inspection report for early years provision

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Inspection date	01/02/2010
Inspector	Alison Jane Kaplonek
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 2009. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder lives with her husband and child in a house in the Millbrook area of Southampton which is close to local schools and shops. All areas of the property are used for childminding and access to the premises is good. Toilet facilities are on the first floor. There is a fully enclosed garden for outdoor play. The family has two cats.

The childminder is registered to provide care for five children from birth to under eight years. Of these, two may be in the early years age group. There are currently three children on roll who attend part time, the children are in the early years age group.

The childminder has a relevant childcare qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming, and extremely safe environment and ensures that all aspects of children's welfare and learning are successfully promoted. Children are welcomed into a warm, family setting where they are all equally valued and included and well supported. They enjoy a range of interesting learning experiences both inside the home and when visiting local amenities. The childminder is aware of the strengths of her provision and through careful self-evaluation, has already started to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- further develop opportunities for children to learn about diversity with particular regard to issues around learning difficulties and disability.
- continue to develop frameworks for partnership working between all the settings the children attend.
- further develop the planning to increase the emphasis on problem solving, reasoning and numeracy and communication, language and literacy.

The effectiveness of leadership and management of the early years provision

A comprehensive range of policies and procedures and efficient maintenance of records ensures that every child's needs are well met. The childminder is suitably vetted and ensures that children are extremely well safeguarded and always supervised by an appropriate adult. She has a very clear safeguarding children policy in place and informs parents of her responsibility to act on any concerns about the children in her care. She ensures that her assistants, who help out occasionally, have read and understood the full range of policies and procedures. She ensures children's safety is fully promoted both in the home and when out in the local area. The childminder carries out daily risk assessments and seeks a wide range of permissions from all parents. She provides well organised child care and is able to identify her training needs and apply for courses accordingly.

The childminder works well with parents; she shares her policies and procedures and keeps parents very well informed about their children's daily routines and achievements. She talks to parents about their children's interests and capabilities when children first start in her care and has begun to complete records of children's learning journeys. The childminder has started to develop frameworks for partnership working with other settings the children attend. She welcomes all children into the setting and ensures that their health, safety and well-being are of a good standard.

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

The childminder finds out about the children's interests and learning styles and provides a wide range of activities which ensures that they make good progress in all areas of learning and development. Some activities are planned and adult led, such as drawing pictures using the computer or cooking. At other times children initiate their own play and learning as they freely access the resources laid out in the playroom or living room. They enjoy using the role play resources as they pretend to clean the house or nurse the baby dolls. Older children are able to request particular resources or activities and enjoy dancing to the tunes played by the selection of electronic toys. All children enjoy the good range of craft activities provided and use a variety of materials to paint or make collage pictures. Children develop their physical skills as they use the slide or dig in the sandpit in the garden. They visit the park or local play areas where they can use the larger play equipment in safety.

The childminder makes good use of the local area and younger children regularly enjoy trips to toddler groups or visits to the Sure Start centre where they have opportunities to interact with other children and adults. The childminder makes observations and assessments of each child's progress, creating learning journeys to record their achievements. She plans a daily routine of activities which she adjusts depending on the children attending. She has already identified that she needs to further develop the planning to increase the emphasis on problem solving, reasoning and numeracy and communication, language and literacy. She is developing her knowledge of the early years practice guidance and is beginning to use this to identify the children's next steps in their learning.

Children play and learn in an extremely safe and secure environment, where the use of clear house rules and effective behaviour management strategies also ensure their safety. They talk about road safety as they walk to pre-school and learn that they must not jump on the furniture in case they fall off and hurt themselves. They talk about how accidents can happen and what they can do to keep themselves safe and they take part in regular, well evaluated fire drills. Children's health and well-being is assured as they learn to wash their hands before eating and after using the toilets. They learn about dental hygiene as they clean their teeth and talk about foods which are good for them. Healthy meals and snacks are provided according to the parents' wishes and children are also often given choices. The childminder promotes healthy eating and encourages those parents who provide food to ensure that the food is nutritious. All children are welcomed into the setting and provided with resources to help them talk about differences and valuing each other, such as books, dolls and play food. They use the globe to look at where different children come from and books to stimulate conversation about differences in customs. There are fewer opportunities for children to learn about diversity with regard to learning difficulties and disability.

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

How effectively is the Early Years Foundation Stage led and managed?	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	1
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

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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	1
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

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