

Inspection report for early years provision

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Inspection date 08/02/2010
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 2009 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives in Southampton, Hampshire with her partner and pre-school child. The childminder uses the downstairs areas of the house for childminding and the upstairs bathroom. There is an enclosed garden for outdoor play.

The childminder is registered to provide care for five children under eight years, of whom not more than two may be in the early years age group. There are currently six children on roll in the early years age group. The childminder provides care from Monday to Friday all year round. She takes and collects children from the local school and pre-schools. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children are warmly welcomed into a clean, safe, child-friendly environment. The childminder meets children's learning needs generally well with good emphasis on providing an inviting, vibrant, indoor environment for them to play and learn. She meets children's welfare needs well, getting to know each child's specific routines by her observations and her good liaison with their parents. The childminder is becoming knowledgeable about the six areas of learning. She undertakes observational assessment of children's capabilities but she is not using the information gathered to implement an effective balance of adult-led activities alongside the child initiated play. Self-evaluation takes place informally with the childminder identifying some areas for future improvement.

What steps need to be taken to improve provision further?

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

- request parental permission for each individual child to seek emergency medical advice or treatment
- ensure there is a balance of adult-led and child-initiated activities, providing experiences which are appropriate to each child's stage of development, with particular emphasis on promoting creative development
- purposefully use mathematical terms during play and daily routines to further promote children's problem solving reasoning and numeracy.

The effectiveness of leadership and management of the early years provision

The newly registered childminder puts good emphasis on children's safety and well-being; she is suitably checked and is confident about how to implement the

child protection procedure should she be alerted to any signs of possible abuse. Effective risk assessments are carried out on the home and on outside activities, such as visits to the park and the school run. A good range of policies and procedures underpin the childminding practice and record keeping is up-to-date; however, with regards to emergency medical treatment, she does not request individual consent from parents for siblings. The childminder has deployed her indoor resources well, but she has not yet made good use of local community groups or her garden to further extend children's learning. She has organised her playroom so that colourful toy and learning resources are on display and stored in child size storage units; she effectively promotes an accessible and stimulating environment to children. Pictures of the children at play are displayed around the room, giving children a good sense of belonging.

The childminder has ideas about how to promote inclusive practice and has past experience of caring for children with special educational needs/disabilities. She understands that the best way to embrace a child's linguistic background is by using key words in their home language and to use Makaton during play. The childminder feels she is in a privileged position caring for children and is keen to improve her practice. She has identified a few areas for development such as making the garden safe for small groups of children to enjoy physical play in the fresh air and to make a vegetable garden. The childminder has taken part in short courses to ensure she meets the EYFS requirements, for example, an introduction into learning stories. The childminder includes parents in her evaluations and receives positive, written feedback from them. They write knowingly about her provision. For example, they write that she offers a warm, friendly and flexible service to them in which their children are secure, happy and learning. She communicates regularly with parents on all matters and is developing systems to work in tandem with other settings the children attend. A parents information board is available in the playroom and her certificates are displayed for parents' perusal.

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

Young children build a strong and positive bond with the childminder who is receptive to their emotional and welfare needs. They climb happily onto her lap during free play in the attractive, designated play room, receiving cuddles and sympathetic care and attention. Children contentedly explore their enabling surroundings; they enjoy opening and shutting the cloth doors on the mirror displayed on the wall, looking at their reflection and experiment with the musical toys. The childminder gets on the floor with the children talking to them about their play, interacting with them appropriately to develop their communication skills and some aspects of problem solving reasoning and numeracy. For example, during the hygienic nappy changing routine they are encouraged to point to their nose and ears in a fun naming game. However, opportunities to role model counting and number names in the play are not taken up by the childminder. For example, when children try and put their shoes on themselves or drag the bean bags together, the childminder does not talk purposefully about the numbers one and two to encourage random counting with the toddlers. Toddlers are keen to

complete the inset puzzles, demonstrating their skill and knowledge of matching shapes and pictures.

They receive positive praise and encouragement from the childminder and vocalise gleefully to her when she interacts with them in a fun way. For example, when they hit the bean bags to make a noise. The childminder encourages the toddlers to take turns and to be kind to each other; she is developing her knowledge in the area of behaviour management. Children have the opportunity to play with resources which promote equality and diversity such as when they look at a book titled 'Rhymes Around the World'. They enjoy the space of the playroom during their freely chosen play, developing their gross motor skills, and are secure in the daily routines such as sitting safely in a high chair eating a healthy snack and having a drink of water. However, there is less emphasis by the childminder to implement adult-led activities, particularly in some aspects of creative development. The childminder observes and assesses children but is not yet using this information to implement purposeful interactions and focused activities. She has noted their capabilities and interests but the 'what next?' aspect of her provision is not fully in place; this is due to the fact that she is encouraging all the children who are fairly new to settle in. The childminder places good emphasis on the children being safe and healthy. She ensures toddlers are safely strapped into a highchair with a toy if she needs to briefly leave the room and ensures they receive fresh air and exercise, daily, during regular school walks and park visits.

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

How effectively is the Early Years Foundation Stage led and managed?	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
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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	2
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

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